



Title I School Improvement

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Program Year is currently: [2011 - 2012]

Program: Title I SIG (1003g) 11-12 Grant - LEA Level

Section: School Building Information

This Grant Application is being released in DRAFT form pending final approval by USDE.

Provide information for each school requesting funds as part of this FY11 SIG application. All information should be based on the 2011-12 school year.

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School Name	Building Number	Tier	Intervention Selected	Number of Minutes in 2011-12 School Year	Number of 9-12 grade Students Completing AP/IB, or advanced mathematics courses	Number of 9-12 students completing at least one Dual Enrollment course.	Number of 9-12 students completing AP/IB, Dual Enrollment or advanced mathematics courses	Teacher Attendance Rate Format: #.##	Student Attendance Rate Format: #.##
McKinley	4638	Tier I	Transformation	65080	0	0	0	90	93.98
Edgar Fahs Smith	4646	Tier II	Closure	70910	0	0	0	90	93.12
Hannah Penn	4644	Tier II	Closure	70910	0	0	0	90	91.41
William Penn	4647	Tier II	Transformation	70910	11	0	0	90	94.44

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TIM ELLER

York City's SIG application.
Budgets have not yet been
revised to agree with award.

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant – LEA Level****Section: Selection Process for Outside Experts/Providers**

If the LEA will be using external providers - EMOs, CMOs, turnaround specialists or any other outside "expert" - describe the process to be used to recruit and select providers. The process must ensure that providers are highly-qualified, proven effective and able to provide the assistance needed.

(Optional) (Maximum 10000 Characters)

The selection process will include a quantitative evaluation of the application first, and ultimately a qualitative and quantitative evaluation through panel interviews. Selection criteria will include demonstration and evaluation of the candidate's knowledge and experience in urban education, evidence of turning around low performing schools or under-performing students, practical knowledge of the Pennsylvania Standards Aligned System (SAS) and the Common Core State Standards, willingness to collaborate in decision-making, knowledge, and understanding in exemplary teaching techniques, and a global understanding of how the educational and community service components should complement each other within a school for the benefit of students. From this process, the best of the best will be placed according to the expectations of the particular position as it synergizes with their strengths. The School District of the City of York has actively participated in professional development with Mutiu Fagbai, president and CEO of Performance Fact. Traditionally, the district incorporates the Getting Results Action Plan (which was spearheaded by Mutiu) into our annual goal setting meetings. This past year, our Administrative Team participated in on-going professional development entitled "Getting A Win." We anticipate continuing our relationship with Mutiu. The Performance Fact group is highly qualified group of educators who have extensive backgrounds in the area of "educational leadership including strategic planning and school improvement; creating and sustaining high-performing learning organizations; implementing accountability systems; developing leadership at all levels; and building trust." The SDCY transformation model will focus on this shared vision, as well as a defined curriculum and effective instructional strategies. Quality professional development plans will be aligned to goals and actions, and managed so that strategies and programs are implemented with fidelity, and change is productive and ongoing. The School District of the City of York will develop distributed leadership and build organizational capacity in the following eight areas: 1. Shared Vision: Success for all students—everyone must be committed to shared goals. 2. Inform Decisions Through Data Systems. SDCY will utilize a well-developed data structure based on multiple measures of student learning. 3. Empower Leadership Teams to Take Action and Innovate. The new principal will possess skills and attitudes to take action. 4. Clarify Student Learning Expectations. Teachers will know what students are expected to learn in a rigorous common curriculum. 5. Adopt Effective Instructional Practices. Teachers will learn a wide range of teaching strategies to meet the needs of diverse learners in all disciplines and grade levels. 6. Address Organizational Structures. The organizational structure will be flexible and will be determined by instructional needs. 7. Monitor Progress/Improve Support Systems. Student progress will be monitored on a regular basis via multiple data collection points using a variety of assessments. 8. Refine Process on an Ongoing Basis. Administration and teachers will meet regularly and look at new and emerging challenges and explore potential solutions and successful practices. The objectives and project deliverables for this initiative will include:

- Improvement of school climate and removal of barriers to learning
- Increased attendance rate, promotion and graduation rates
- Improved academic rigor in the classroom
- Increased proficient and advanced levels on PSSA exams
- Increased numbers of students taking College Board exams and average scores
- Increased rate at which graduating seniors enter post-secondary education

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Program Year is currently: [2011 - 2012]

Program: Title I SIG (1003g) 11-12 Grant – LEA Level

Section: LEA and School Capacity

Part 1 - Lack of Capacity to Serve All Tier I/Tier II Schools

Has the LEA applied for SIG funding for ALL identified Tier I and Tier II schools? (Tier I and Tier II schools can only be excluded from the SIG application due to LEA/school capacity issues.)

Yes

If YES, skip to Part 2.

If NO, indicate below the Tier I and Tier II schools that the LEA has chosen to exclude from the SIG application and provide a summary of the capacity issues that prevent each school from participating in the SIG application:

Help

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

School Name	Grade Span	AYP Status	Tier	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity
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Part 2 - Adequate Capacity to Serve Selected Schools

LEAs and schools must have the capacity to fully and effectively implement the chosen interventions and reforms in ALL participating schools. Describe below the capacity of each school to carry out the chosen initiative. (If capacity is still needed in some areas, describe how the LEA intends to build the capacity during the grant period.)

Help

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

School Name	Grade Span	AYP Status	Tier	Human Capacity	Organizational Capacity	Structural Capacity	Material Capacity
				McKinley Elementary has 13 teachers for	McKinley recruited a new principal in 2009-2010 and a new part-time assistant principal in 2011-2012. The school would like to add an instructional coach and a parent liaison along with a social emotional contracted support to coordinate the emotional health of the school. After unsuccessfully applying for SIG funding last year, McKinley focused very hard on implementing their plan on a smaller scale and achieved AYP. Building staff and administrators were engaged	The school has	Limited funds for additional material. This will have to be supported through grant funds. The School District of the City of York has aligned its funding sources to support its priority

McKinley Elementary	K-4	Making Progress - Corrective Action 2-6th Year	Tier I	<p>Grades PreK-4. Five of the 13 teachers will support the ELL program by working with both ELL and regular education students. McKinley also has two special education teachers.</p>	<p>in creative and responsive solutions that met the needs of their diverse learners. By creating a collaborative vision of where the school needed to be, the building was able to achieve academic success and move forward. Those Initiatives align with the district's move to a focused approach on best Instructional practices following the Danielson model and including differentiated instruction in an RTI model with distributed leadership (PLCs and Learning Teams). The school and the district are poised to move forward in a positive direction for student's academic success.</p>	<p>completed a remodeling project and will have 10 additional classrooms. It will have several areas available to support additional staff and intervention support.</p>	<p>Initiatives as outlined in the strategic plan and Getting Results school improvement plans. The district was assisted in the development of the plan by Mutiu Fagbayi of Performance Fact. The Superintendent approves all initiatives or grants sought by the district. Initiatives are reviewed by how well they support the district's plan and their sustainability.</p>
				<p>Edgar fahs Smith Middle School has 45 teachers in 5-8th grades. 3 ELL teachers, 5 Inclusion teachers, 2 emotional support teachers, 1 Autistic Support teachers, 4 Life Skills teachers, 2 PE teachers, 1 Art and 1 music teacher. ELL and</p>	<p>Edgar Fahs Smith Middle School had new principal and assistant principal this school year. There have been numerous changes in the past 5 years at Smith Middle School. The district has a clear new organizational plan that will support the closure of this building and the movement of the students into three buildings, resulting in more solid relationships, more instructional time, less discipline referrals and better attendance.</p>	<p>The school was remodeled in the late 90s. Since then, Edage Fahs Smith has been maintained and adequately functioning with the support of the maintenance staff and the district;s</p>	<p>Because of budgetary confines, there</p>

Edgar Fahs Smith MS	5-8	Corrective Action 2 - 6th Year	Tier II	Special education are in a co-teaching model and some pull out model for ELL. There will be furloughs of some of the less senior staff in the move to the K-8 model of instruction, leaving the more experienced teachers with the students as they are divided between the three former elementary schools.	Parents, students and staff are excited about the middle school students coming home to the neighborhood school, now K-8, to work as mentors, tutors, do service learning and increase their interactive learning. With only two classrooms of 5, 6, 7, and 8 grade students in each K-8 school, there will be less hormones and better attention to the process of learning. The senior principals that will have the K-8 buildings are strong and the expectation is that the scores will rise and academic achievement increase overall in the district.	building and grounds department. With the closure, the facilities staff will come in and disconnect water, electric, wrap hvac, and secure windows and doors in order to preserve the building for future use if the district's enrollment increases.	are limited funds available for additional materials. Material acquisition will have to be supported through grant funds
				Hannah Penn Middle School's principal was just hired this year. One assistant principal has been in place for three years. The other assistant principal position has been changed three times in two years and is expected to change again. The district has a clear new organizational plan that will support the closure of this building and the movement of the students into three buildings, resulting in more solid relationships, more instructional time, less discipline referrals and better attendance.		The school was remodeled in the mid 1990's. Since then, Hannah Penn has been maintained and adequately functioning with the support of the maintenance staff and the district's building and grounds	Because of budgetary confines, there are limited funds available for additional
		Corrective		Hannah Penn Middle School has 8 8th grade sections, 8 7th grade sections, 5 6th grade sections and 7 5th grade sections.			

Hannah Penn	5-8	Action 2 - 6th Year	Tier II	ELL support continued with pull out instruction. Special education services was offered in inclusion settings	Parents, students and staff are excited about the middle school students coming home to the neighborhood school, now K-8, to work as mentors, tutors, do service learning and increase their interactive learning. With only two classrooms of 5, 6, 7, and 8 grade students in each K-8 school, there will be less hormones and better attention to the process of learning. The senior principals that will have the K-8 buildings are strong and the expectation is that the scores will rise and academic achievement increase overall in the district.	department. With the closure, the facilities staff will come in and disconnect water, electric, wrap hvac, and secure windows and doors in order to preserve the building for future use if the district's enrollment increases	materials. Material acquisition will have to be supported through grant funds
						The William Penn Senior High School follows an inclusive model for Special Education service delivery. All of the core subjects are offered in a co-taught model for the learning support and emotional support students. Additionally, the students in the emotional support classes are provided with a Strategies class that works on both academic and behavior support. William Penn Senior High School has a high percentage of English Language Learners (ELL). In fact, there are 166 ELL students out of a total 902	

William	students enrolled. This equates to 18% of the students being ELL students. There are four English Language Learner teachers who teach English to the ELL students, from Intro to English to a Bridging English class. One of those four teachers teaches Read 180 and System 44 to the ELL students. From 2009 to the beginning of 2011 school years, Mrs. Kauffman conducted a needs assessment of the building using a variety of sources as well as the results of surveying the staff and the students. She analyzed the 4Sight tests, PSSA, and common assessment data. Mrs. Kauffman identified and prioritized the needs of the building and developed the strategic plan. The needs that were identified were bolstering literacy (including developing and modeling content specific open-ended questions and essays), improving student engagement by incorporating cooperative strategies in every classroom, developing and implementing formative assessment strategies in every classroom, and incorporating service learning
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Penn HS						projects to connect students to the surrounding community. For the first two years, the groundwork was put in place and the process was started to make the necessary changes. The teachers were given the proper training and the foundations were set. Reading programs, such as System 44 and Read 180, and behavioral support programs were expanded to address some of the problems affecting our students. However, the process was abruptly stopped when the district furloughed teachers, ten of which were from our school, William Penn Senior High School. As a result, we lost many strong teachers as well as the math coach. Our current principal, Mr. James, realized that although we, as a school, were making progress, however, it was not significant enough to make AYP. Therefore, he restructured the master schedule to create enrichment classes for all juniors (11th Graders) to provide last minute enrichment prior to taking the PSSA. Teachers were paired and worked with groups of ten students or less. The classes met three times a week for Math and twice a week for	Because of budget constraints limited funds are not available to provide specialized services for some of the at-risk students. The school improvement grant would help William Penn provide services for these at-risk students. There are limited funds for additional materials without SIG support. Supplemental programming will have to be supported through grant funds. The School District of the City of York has aligned its funding sources to support its priority initiatives as outlined in the strategic plan and Getting Results school improvement plans. The district was assisted in the development of the plan by Mutiu Fagbayi of Performance Fact. The Superintendent approves all Initiatives or grants sought by the district. Initiatives are reviewed by how well they support the district's plan and their sustainability.
	9-12	Corrective Action 2 - 6th Year	Tier II	William Penn Senior High School had 103 teachers during the 2011-12 school year. The school had 4 ELL teachers and 23 special education teachers. Because of furloughs, many younger less experienced teachers were removed and those with more expertise remain. The staff has worked together to build capacity with distributed leadership with PLCs. The district's new superintendent has overseen a new governance system that ensures that instruction is being data driven, while focusing on the implementation of a standards based curriculum. Administrators are not pulled out of their buildings so that they are able to be better Instructional leaders, doing more interaction with their staff and more 5x5 walk-throughs. Professional development has been focused on the Standards Aligned System (SAS) moving to the Common	William Penn hired a new principal In April of 2011. The school is restructuring to include 9th and 10th grade academies. The school would like to add a transformation specialist along and a compliance officer for special education in the 2011-12 school year. William Penn will also restructure the assistant principals at the High School.		

				Core.	<p>Reading. The enrichment classes ran from January to the first week of March. Although we did not make AYP, we saw progress in Reading by making the Safe Harbor target with and without the Confidence Interval for every target except IEP and Latino/Hispanic. However, we did not see the progress in Math as we had hoped. For this school year, Mr. James restructured the master schedule so that every 10th and 11th grader received an enrichment course from the beginning of the school year. The high school administration worked with Performance Fact, an Educational Consultant Company, to establish the pacing guide entitled "Getting A Win." This guide enabled the teachers to use their student 4Sight data and align the state standards to their lesson plans. This allowed the teachers to reflect on their professional practices using the Four Pillars from Performance Fact. He also created a 9th Grade Academy and separated the floors into having a 10th Grade floor and an 11th/12th Grade floor. By structuring the building in this fashion, each assistant principal was assigned to a Grade level</p>	
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						<p>floor, which allowed for more targeted and intensive support in the areas of greater needs. The 9th Grade Academy has been operating on a different schedule in order to accommodate all of the supports that will be put in place for the students. One of the big components that have been implemented this year is the Bearcat Bold 8. Seniors have to complete 8 steps in order to walk the stage at graduation. Seniors have stated that the Bearcat Bold 8 has helped streamline their graduation requirements. As community service hours are a requirement of the Bearcat Bold 8, the seniors have an increased appreciation for their community and feel better about themselves as they are helping better their community for most of their younger siblings.</p>	
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Program Year is currently: [2011 - 2012]

Program: Title I SIG (1003g) 11-12 Grant - LEA Level

Section: LEA-Level Expenditures

Detail below the LEA-level expenditures planned from SIG funds for the life of the grant.

J1. The amounts entered here will be part of the overall requested amount for this LEA.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Year	Category	Number to be Purchased	Unit Cost Format: #.##	Total Cost Calculated: #.##	Description of Budgeted Item	Sustainability Plan
Year 1	LEA Level Administration	1	93788	93788	Contracted services for Performance Fact - Mutiu Fagbayi as School Improvement Consultant	Use Title funds or other grant funding source
Year 2	LEA Level Administration	1	70341	70341	Contracted services for Performance Fact - Mutiu Fagbayi as School Improvement Consultant	Use Title funds or other grant funding source
Year 3	LEA Level Administration	1	46894	46894	Contracted services for Performance Fact - Mutiu Fagbayi as School Improvement Consultant	Use Title funds or other grant funding source
Year 1	LEA Level Administration	1	19000	19000	Part-time data manager for all SIG related reporting; 20 hours/week x 38 weeks x \$25/hour = \$19,000. This was formerly a full-time district position that was eliminated because of the budget crisis.	Will not be needed after SIG grant period. Building administrators will assume data tracking and reporting for other uses.
Year 2	LEA Level Administration	1	19000	19000	Part-time data manager for all SIG related reporting; 20 hours/week x 38 weeks x	Will not be needed after SIG grant period. Building administrators will assume data tracking

					\$25/hour = \$19,000	and reporting for other uses.
Year 3	LEA Level Administration	1	19000	19000	Part-time data manager for all SIG related reporting; 20 hours/week x 38 weeks x \$25/hour = \$19,000	Will not be needed after SIG grant period. Building administrators will assume data tracking and reporting for other uses.

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SIG funds will be used to fully and effectively implement an effective intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

Yes

Annual student achievement goals on the State's assessments in both reading/language arts and mathematics will be established, and progress on leading indicators in section III of the final requirements will be measured in order to monitor each Tier I and Tier II school the LEA serves with SIG funds. Goals will be established and approved by the SEA to hold Tier III schools receiving SIG funds accountable.

Yes

Schools implementing a restart model in Tier I or Tier II schools will include in its contract or agreement with the charter operator, charter management organization or education management organization provisions to hold each organization accountable for complying with the final SIG requirements.

No

School-level data required under section III of the final requirements will be reported to the SEA as required by the SEA.

Yes

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant - School Level****Section: A. School Building and Funding Information****A1. District or Charter School Name** (Maximum 50 Characters) School District of the City of York**A2. School Name** (Maximum 50 Characters) McKinley Elementary**A3. Grade span** (Maximum 25 Characters) PK-4**Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models.****SCHOOL CLOSURE MODEL MAXIMUM**

Schools opting to implement the school closure model must budget and spend all funds during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students.

Examples of allowable costs that MAY be supported by SIG funds are 1) parent and community outreach (including press releases, newsletters and newspaper announcements), 2) transition services for parents and students, 3) orientation activities, and 4) costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS

A4. Schools choosing the transformation, turnaround and restart models will provide the following data for review to determine the appropriateness of the funding request.

	Building Enrollment (October 2011)	Low Income Percentage (Free & Reduced Lunch) Format: #.##	Building ESL Population	AYP Status (2011-12 School Year)
School Level Data	350	97	80	Making Progress (CA II)

A5. Funds requested Year 1: 667000**A6. Funds requested Year 2:** 667000**A7. Funds Requested Year 3:** 667000**A8. Total Amount of Funds Requested:** 2000000[Return](#)



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SIG eligible schools are identified based on student achievement, academic growth, graduation rate, AYP status and grade levels served. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.

Your school story includes information from other data sources (academic, behavioral, other non-academic, etc.); changes in administration, governance structure and leadership; curriculum mapping, revision and development activities; implementation of new core instructional programs; staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers; and professional development plans and initiatives.

B1. Provide specific, explanatory information regarding the 3-5 year history of the school to include the elements above as well as any school reform planning efforts to include data analysis, data review and root cause analysis, parent and community involvement in school reform efforts and any other relevant information to describe the school history and current school environment. (Maximum 25000 Characters)

The School District of the City of York is an urban school district encompassing five square miles. It has 7 elementary schools, 4 middle schools, and 2 high schools; several charter schools also operate within the neighborhood. The student population is approximately 43 percent African-American, 37 percent Hispanic, and 18 percent Caucasian. Approximately 25 percent of our students are English language learners, and 28 percent have been identified for special education. All buildings are Title I, with the district poverty average at 89 percent. The District has both a rising ELL population and a high percentage of special education students. In the past five years, with significant populations in these two areas, the district has had a number of schools that missed AYP by these categories. The District has been in Corrective Action for five years. School District has turned a corner with new leadership, new focus, and an unflinching resolve to improve our schools. The past 5 years have seen extremely high turnover at the district level, and the lack of consistent focus and follow-through resulted in predictable results at our schools. While some schools have improved student performance at some grade levels and some academic areas, that progress has not been consistent, nor sufficient for schools to meet rising state goals. York has a long and proud history of educating our students. We believe that all students can succeed, and that it is up to our personnel and our actions to ensure that success. We now have the leadership and momentum to make that belief a reality. In July 2011, Superintendent Dr. Deborah L. Wortham united the district in one common goal: to markedly improve the performance of York County students, from Kindergarten through grade 12. Dr. Wortham brought with her a long history of school improvement expertise and has refocused the district on achievement. She, the school board, and the building principals truly believe that failure is not an option. Two recently revised plans, the Academic Standards and Assessment Plan and the Special Education Strategic Plan, have served as a catalyst to develop a coherent strategy to meet students' needs throughout the district. As part of the 2011 revision of the Academic Standards and Assessment Plan, which was conducted by a strategic planning committee comprised of community members, parents, and business representatives as well as district and school staff, the District developed a number of focus areas to target District activities and support District goals. The plan also benefited from district-initiated data conversations, "Compelling Conversations," that have been taking place with teachers of reading and writing after each 4Sight Assessment. Four times a year, administrators and their teachers review student data, establish goals for students, and determined areas for intensive support based on individual student reports and standards analysis. The Focus Areas are: 1. Standards and Curriculum. The district's curriculum, which meets or exceeds state standards, will be delivered consistently through instruction to support increased student achievement. 2. Teaching and Learning. Students will receive instruction that engages

them to focus on competencies, skills, state standards and rigorous curriculum that utilizes effective instructional practices that will accelerate all learners' academic achievement. 3. Assessment and Intervention. Various forms of assessment data will be analyzed to measure student progress, based upon state standards and competencies which will refine instructional practices that will enable effective research-based interventions and enhance student achievement. Goals aligned with these focus areas are enumerated below. These focus areas have guided professional development offered across the district in the 2011-12 school year. Teachers have received, and will continue to receive, professional development in differentiated instruction, best practices in instructional delivery (based on Charlotte Danielson, Robert Marzano, and Max Thompson) and to participate in departmental/grade level professional learning communities. Teachers also have received support in using data management systems including AIMSweb (grades K-8) and Performance Plus (9-12). Professional staff, in conjunction with curriculum committees, have begun working on writing and revising mathematics, reading and writing curriculum and common assessments to be implemented across the district in addition to the 4Sight Assessments to provide data regarding students' proficiency and learning needs. The District also revised its K-8 report cards to better communicate standards and competencies to parents. McKinley Elementary – McKinley Elementary School is a Title I school with 91 percent poverty. It serves approximately 350 students in grades pre Kindergarten to fourth grade. In 2012-2013 McKinley will move to a K-8 model. Analysis of PSSA data shows that the school has struggled for a number of years. McKinley has not made AYP in reading or math in the past four years. During that time, the school's reading performance has declined. Two subgroups, English Language Learners (ELLs) and special education students, performed significantly lower than other identified subgroups and clearly need additional interventions and support. As a low-income school in a low-income community, McKinley has been profoundly impacted by recent budget cuts. The non-academic needs of students, including their social and emotional wellbeing, often distract students from learning. School improvement efforts must address these non-academic needs as well. The District has taken decisive action to assist this school; the School Improvement Grant will allow it to take the additional steps necessary to improve student achievement. 1. Staffing Changes. Among other actions, the District removed the principal and hired a new principal during the summer of 2010. The new principal, Keith Still, has prior success in improving scores at a middle school. Anticipating the requirements of SJG, the District used locally developed, research-based competencies to select the principal. The District also used these competencies to reassign teachers for the 2010-2011 school year, with the goal of providing McKinley with highly effective teachers. In school year 2010-2011, a new leadership team was built at McKinley. Included in this team are teachers representing every grade level as well as representatives from the ELL and special education departments. Parent representatives also serve on the leadership team. The full team is: the principal, assistant principal, four regular education teachers, two special education teachers, one guidance counselor, one literacy coach, and one parent. 2. Grade Span Shifts. The District also restructured all its elementary schools, moving fifth-grade students into the middle schools to allow intensive focus on the remaining elementary grades. 3. Provide professional development. The District has provided McKinley with extensive professional development and support in using the Standards Aligned System (SAS) and the Cycle of Effective Instruction frameworks. 4. Align curriculum. The District has assigned staff to update curriculum, ensuring its alignment with the Standards Aligned Curriculum framework and uploaded to Curriculum Connector from SunGard (the student database). 5. Create a data warehouse. The District has purchased Performance Tracker, a data warehouse system, which holds specific testing data for all students as well as information regarding attendance and behavior.

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant – School Level****Section: C. Identified Needs and Annual Goals**

C1. SIG funds must be used to support the identified needs of the school beginning in the 2012-13 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information MUST be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs. (Maximum 25000 Characters)

McKinley Elementary has partnered with APQC, communities members, parents, administrators, faculty and staff to complete an analysis of McKinley Elementary. The school improvement team developed a Getting results document outlining priority goals McKinley elementary will need to focus on to improve student achievement. McKinley began the transformation process in 2010-2011 and is a school designated as making progress after meeting AYP for the first time. McKinley currently has an approved Getting Results document on file at PDE for the current school year. The school improvement team determined that more progress could be made by applying for the school improvement grant in the 2011-2012 school year. McKinley Elementary leadership and staff have attended the district-provided professional development, but have continued to struggle to establish a school community with every adult responsible for each child's learning. The leadership team has completed a root cause analysis, examining data from multiple sources including eSchool (the district's attendance, academic, and behavior data management system); 4Sight; eMetrics; and PVAAS. The group conducted an inventory of current programs as well as district and building initiatives, trends and areas of strength. They concluded that while there are a lot of initiatives in place, the school has not been able to unify these initiatives into an overall, coherent approach to student learning. For example, the school uses a variety of assessments – 4Sight, PSSA, DIBELS, AIMSweb – but while the school is data-rich, it is solutions-poor, lacking the capacity to translate the results of assessments into changes in classroom instruction. McKinley also lacks some of the basic resources to engage students in daily learning, such as software, kits and materials for hands-on learning, and project-based learning.

C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Priority Goal #	Need	Annual Goal
1	Increased student proficiency in reading.	Improve reading by 15% annually.
3	Improve school culture.	Reduce disciplinary infractions by 10% annually.
2	Increased student proficiency in math.	Improve math by 15% annually.

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

McKinley Elementary is currently not meeting AYP targets in either reading or math. McKinley has been setting Safe Harbor targets as its yearly goal for all students. However, we believe that making AYP by Safe Harbor alone is not sufficient to get students back on track to be successful, on grade level and able to make a positive transition to middle school. To accelerate the progress of the school, McKinley will now chart its progress against higher level targets. Our goal is to reduce the number of students who are not proficient (that is, the number scoring at "basic" or "below basic") by 15 percent each of the next 3 years. The specific goals are stated above. PSSA Goals: Reading Year 1 - 27% BB, 20% B, 37% P, 16% A Year 2 - 24% BB, 18% B, 41% P, 17% A Year 3 - 20% BB, 18% B, 45% P, 17% A PSSA Goals: Mathematics Year 1 - 16% BB, 15% B, 38% P, 31% A Year 2 - 14% BB, 14% B, 41% P, 31% A Year 3 - 12% BB, 13% B, 44% P, 31% A

C4. Complete the chart giving PSSA percentages for the 2010-11 school year.

	Current PSSA Math Data - % Below Basic Format: #,###	Current PSSA Math Data - % Basic Format: #,###	Current PSSA Math Data - % Proficient Format: #,###	Current PSSA Math Data - % Advanced Format: #,###	Current PSSA Reading Data - % Below Basic Format: #,###	Current PSSA Reading Data - % Basic Format: #,###	Current PSSA Reading Data - % Proficient Format: #,###	Current PSSA Reading Data - % Advanced Format: #,###
All Students	18	17	35	30	30	22	33	15
White non-Hispanic	0	0	0	0	0	0	0	0
Black/African American non-Hispanic	13	18	35	34	24	23	38	15
Latino/Hispanic	27	13	36	24	40	18	27	15
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	42	14	22	22	60	17	15	8
English Language Learners	37	16	27	18	54	14	23	9
Economically Disadvantaged	18	17	35	28	30	22	35	13

C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).

	Year 1 PSSA Math Goal - % Below Basic Format: #,###	Year 1 PSSA Math Goal - % Basic Format: #,###	Year 1 PSSA Math Goal - % Proficient Format: #,###	Year 1 PSSA Math Goal - % Advanced Format: #,###	Year 1 PSSA Reading Goal - % Below Basic Format: #,###	Year 1 PSSA Reading Goal - % Basic Format: #,###	Year 1 PSSA Reading Goal - % Proficient Format: #,###	Year 1 PSSA Reading Goal - % Advanced Format: #,###
All Students	16	15	38	31	27	20	37	16
White non-Hispanic	0	0	0	0	0	0	0	0
Black/African American non-Hispanic	12	16	37	35	20	22	42	16
Latino-Hispanic	24	12	39	25	36	16	32	16
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	38	12	26	24	53	16	22	9
English Language Learners	33	15	32	20	49	12	28	11
Economically Disadvantaged	15	16	39	30	27	20	39	14

C6. Complete the chart giving PSSA percentage goals for Year 2 of this grant (2013-14).

	Year 2 PSSA Math Goal - % Below Basic Format: #,###	Year 2 PSSA Math Goal - % Basic Format: #,###	Year 2 PSSA Math Goal - % Proficient Format: #,###	Year 2 PSSA Math Goal - % Advanced Format: #,###	Year 2 PSSA Reading Goal - % Below Basic Format: #,###	Year 2 PSSA Reading Goal - % Basic Format: #,###	Year 2 PSSA Reading Goal - % Proficient Format: #,###	Year 2 PSSA Reading Goal - % Advanced Format: #,###
All Students	14	14	41	31	24	18	41	17

White non-Hispanic	0	0	0	0	0	0	0	0
Black/African American non-Hispanic	10	15	40	35	18	20	45	17
Latino/Hispanic	21	11	42	26	32	15	36	17
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-Racial/ethnic	0	0	0	0	0	0	0	0
IEP - Special Education	34	11	30	25	47	15	28	10
English Language Learners	30	13	36	21	44	11	33	12
Economically Disadvantaged	13	15	41	31	23	19	43	15

C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).

	Year 3 PSSA Math Goal - % Below Basic Format: ###	Year 3 PSSA Math Goal - % Basic Format: ###	Year 3 PSSA Math Goal - % Proficient Format: ###	Year 3 PSSA Math Goal - % Advanced Format: ###	Year 3 PSSA Reading Goal - % Below Basic Format: ###	Year 3 PSSA Reading Goal - % Basic Format: ###	Year 3 PSSA Reading Goal - % Proficient Format: ###	Year 3 PSSA Reading Goal - % Advanced Format: ###
All Students	12	13	44	31	20	18	45	17
White non-Hispanic	0	0	0	0	0	0	0	0
Black/African American non-Hispanic	8	14	43	35	16	18	48	18
Latino/Hispanic	19	10	44	27	28	14	40	18
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	30	10	35	25	41	15	32	12
English Language Learners	27	12	40	21	39	10	38	13
Economically Disadvantaged	11	14	44	31	20	18	46	16

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant - School Level****Section: D. Selection of Model**

Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.

D1. Reform model to be implemented in this school:

- ☒ Transformation
- ☐ Turnaround
- ☐ Restart
- ☐ Closure

D2. Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school. (Maximum 15000 Characters)

Transformation is the model that provides the best fit for McKinley Elementary, as it takes advantage of the steps and supports the District has already begun to provide and takes them to the next level. Central administration, building administration, teachers, and parents were involved in these discussions as each of the eligible buildings discussed the SIG models with their school improvement and leadership teams. The District also considered the Turnaround model, but as a significant number of staffing changes already have been made quite recently, was concerned that further staffing changes would destabilize the school and would not be productive. Within the past two years, a new Principal was hired for McKinley School. The new principal immediately began working with his staff, including the newly constituted leadership team, to identify and implement the changes needed for sustained improvement. However, additional work and support are needed to meet their improvement goals. The Priority Needs and Goals the team identified as part of the School Improvement process align with the 11 strategies outlined in the Transformation Model. Therefore, the Transformation Model was chosen as the most viable intervention to transform McKinley Elementary School into a high-performing school. Transformation also fits with the new superintendent's vision for the District. The District has been taking steps toward a district-wide transformation to increase student achievement and reach AYP in all buildings. At McKinley, those steps began with the hiring of a new building principal, the subsequent hiring of a new assistant principal, and an involuntary reassignment of teachers within the building and between buildings. The realignment of the district, both in grades served at building levels (elementary schools now Pre-K-4th grade; will now move from pre-K-8th grade) and the transfer of administrators to the buildings best aligned with the administrative style and focus needed to foster student achievement, put the District on the path to the transformation model prior to the SIG application. The transformation model proposed for McKinley Elementary will serve to direct the school and community to respond to the needs of high-risk children and their families while recognizing that neither can accomplish the task on their own.

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant - School Level****Section: E. Description of Reform Plan: Transformation****Transformation Model**

Yes, this school will be using the Transformation reform model. Fill out each question in this section.

In this section of the SIG application, the required actions are listed for the Transformation reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

E1. Replace the principal who led the school prior to the commencement of the transformation model. (If the principal was replaced in the 2009-10 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) New principal must be in place for the start of the 2012-13 school year.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
In an effort to initiate school improvement, the District already has taken steps to replace the principal and assistant principal at McKinley.	The new principal, Keith Still, was hired In 2010-2011 after careful consideration of the needs of the building. Mr. Still has a track record of school improvement. Mr. Still has been provided with significant operational flexibility, including involuntary teacher reassignment. The District intends to contract with the Success for All Foundation to provide support to this new principal. Success for All provides a comprehensive support system to enable the principal to succeed in turning around the school. SFAF provides a balance of on-site, job-embedded supports and off-site opportunities for principals and other instructional leaders to network with their peers facing similar challenges. On site, principals participate in goal-focused planning with the support of SFAF staff. Through this process, school leaders analyze their specific school needs,	Fall 2010	Increase in student achievement based on PSSA beginning in 2011; satisfactory or better rating on the district's principal evaluation tool which is based in part on student achievement data.	0	1,2,3

	learn how to establish instructional goals with measurable outcomes and a step-by-step plan for ensuring that the school reaches those goals. SFAF also provides principals support in monitoring school progress and adjusting plans as needed, assess student progress, set up interventions, and implement the plan.				
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E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that 1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with teacher and principal involvement.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
To implement an evaluation system that utilizes student growth data as well as the Framework for Effective Teaching by Charlotte Danielson or an evaluation system implemented by PDE.	1. The YCEA has agreed to discuss the implementation of an evaluation tool that uses growth as a significant measure of teacher effectiveness. 2. An evaluation tool has already been created using the framework of effective teaching. 3. Administrative training will be provided in order to administer the evaluation tool effectively. 4. Building professional development for teachers on the Framework for Effective Teaching by Charlotte Danielson.	1. Summer 2012 2. Implementation in 2012 3. Summer 2012 4. Summer 2012	MOU between the York City Education Association and the School District of the City of York adopting the new evaluation tool. 2. York City evaluation tool. 3. Principal serves as a leader in reinforcing practices embedded in the tool, as reflected in annual evaluation. 4. Teachers' scores increase year-over-year on the Tool, and ongoing collection of quantitative data (such as benchmark assessment data), and qualitative data (rubrics for classroom walk-throughs) show that teachers and students are engaged in appropriate practices during various aspects of instruction.	60000	1,2,3
	A core component of SFA is the regular -				

Teachers will use ongoing student assessment data (formative, summative, benchmark and diagnostic) to improve instruction in the classroom.	biweekly- use of professional learning communities organized both by grade level taught and by content. These PLCs work collaboratively with the school's instructional leaders to analyze student data, refine instruction to improve results, and hold themselves accountable for outcomes. Much of the focus in a PLC is on what each student needs to learn, how it is known when a student has learned it, and how teachers will respond when a student is having difficulty learning. SFAF staff provide initial training on the cycle of effective instruction, cooperative learning, and the use of data and ongoing assessment to drive instruction. Throughout the year, SFAF staff conduct classroom walk-throughs to support teachers' implementation and understanding; coaching and support for school leaders about school progress and implementation of instructional and organizational practices; and facilitate data dialogues with communities of teachers based on periodic assessment and other formative data to monitor student progress. Training is structured to build teacher capacity, beginning at the novice level and growing teachers' capabilities.	Fall 2012-May 2015	Ongoing collection of quantitative data (such as benchmark assessment data), and qualitative data (rubrics for classroom walk-throughs) show that teachers and students are engaged in appropriate practices during various aspects of instruction.	60000	1,2,3
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E3. Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #,##	Priority Goal These Actions Will Address
	1. York City Education Association and the School				

To reward teacher and principals who have been shown to be highly effective, based on student growth data.	District of the City of York have agreed to discuss implementing a reward system that is mutually beneficial to both staff and the school district. 2. Ineffective staff as identified by teacher spot moving their students at least 1 grade level in 1 year, will be put on a plan for improvement and then dismissed if effectiveness does not improve. Teacher effectiveness will be based on student achievement data, classroom walk through data collected through the use of iObservation, and teacher observations. Teachers will be given the support necessary for improvement through instructional coaching, professional development opportunities targeted to their deficits, and mentoring. 3. Teachers who show that they are highly effective by moving their students to proficiency or by their students showing more than 1 year's growth, will be rewarded. Rewards may include conferences, memberships to professional groups such as ASCD, etc.	1. Fall 2011, completion January 2011. 2. Spring 2011-May 2015. 3. Spring 2011-May 2015.	Adopted teacher evaluation system that includes student growth.	68000	1,2,3
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E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have capacity to successfully implement reform school strategies.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: ###	Priority Goal These Actions Will Address
To hire a highly qualified instructional coach with research expertise to support effective teaching strategies. This position is designed to	1. Hire a highly qualified instructional coach (year 1). 2. Instructional coach will work with the principal to create and implement a professional development needs assessment using student data, classroom walk through data and classroom observations. 3. Needs assessment results will be used to create an ongoing, differentiated professional development plan that will be implemented over		PSSA data will show improvement based on instructional strategies identified and modeled by		

build sustainable instructional capacity in the staff at McKinley so that when the grant expires the school will have developed significant capacity to sustain the instructional changes.	the course of the SIG grant. 4. Coach also will work with teachers on improving their classroom instruction using the Framework of Effective Teaching, and Success for All procedures which embed best practices from Danielson and Marzano. 5. In years 2 and 3, the coach additionally will work with the principal and Success for All consultants to identify key teacher leaders who have the capacity to support their colleagues through peer coaching and mentoring.	8/2012-2015	the instructional coach. In non-tested grades, other assessment data will be used to evaluate this strategy.	901003	1,2,3
Provide ongoing professional development in maximizing instructional time, classroom management, active learning, and cooperative learning via professionals with the Success for All Foundation.	: Success for All staff will work directly with teachers and the instructional coach throughout each year of the grant to provide embedded professional development in areas of need.	Fall 2012 – May 2015	Ongoing collection of quantitative data (such as benchmark assessment data), and qualitative data (rubrics for classroom walk-throughs) show that teachers and students are engaged in appropriate, effective, high-impact practices during various aspects of instruction.	60000	1,2
To implement an effective classroom walk through tool that is congruent with the Framework for Teaching and designed to collect sufficient teacher data to determine professional development needs.	1. Evaluate potential tools. 2. Select and purchase iObservation, which is aligned to the Framework for Teaching and supported by the Marzano Sulte. 3. Train school leaders on the use of the iObservation tool.	1. Summer 2011. 2. Fall 2012. 3. Fall 2012.	Data collected in iObservation indicates increasing teacher fidelity to the principles of the Framework for Teaching.	8500	1,2,3

E5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: ###	Priority Goal These Actions Will Address

Recognize teachers who moved students to proficiency level on the PSSA, and teachers whose students are at proficiency levels on the 4Sight assessment.	<p>1. Analyze 4Sight and PSSA data. 2. Determine staff members whose students' assessments reflect proficiency. 3. Publicly honor these staff members through strategies such as written notes of thanks (included in teacher's file); newsletter recognition; wall of fame; provision of additional planning periods (principal covers class), opportunities for teachers to share strategies during faculty meetings, etc. 4. Develop leadership opportunities for highly effective teachers. Success for All is designed to provide a leadership/promotion opportunity for a lead/master teacher to serve as the site facilitator. The facilitator's role is to support the principal as an additional instructional leader by supporting teacher growth, conducting classroom observations, providing collaborative support and coaching to teachers, facilitating benchmark assessment, facilitating professional learning communities, and a range of other school improvement activities. 5. Enhance working conditions for teachers. Success for All is designed to contribute substantially to enhanced working conditions that result in high retention of staff with the skills necessary to meet the needs of the students. For example, the use of the Solutions Network helps to address issues many schools experience with the non-involvement of parents and families. The Network also helps to address</p>	Fall 2012-May 2015	Teacher satisfaction/climate survey at end of each school year	30000	1,2
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	non-academic issues students experience, as well as student behavioral issues. The SFAF model ensures ongoing support for staff through a variety of mechanisms.				
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E6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates for Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: ###	Priority Goal These Actions Will Address
: Implement Success for All, including Solutions Network. SFA's instructional program has the strongest possible research base, and evidence of effectiveness demonstrates that the program is vertically aligned from one grade to the next. State-by-state documentation is available to demonstrate alignment with state academic standards. Researched by more than 30 institutions during the last two decades, Success for All has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English learners.	1. Finalize contract for services Summer 2012. 2. Engage in ongoing work with Success for All experts.	1. Summer 2012. 2. Summer 2012 - May 2015.	PSSA results; 4Sight assessment results; classroom walkthrough data.	60000	1,2,3

E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: ###	Priority Goal These Actions Will Address
	SFA facilitates the continuous use of student data in a number of ways. 1. School leaders work with a highly qualified SFAF leadership consultant to develop clear yearly, quarterly, and monthly goals for student progress. 2. Schools measure growth toward their established goals by using quarterly benchmark assessments, and then use the results of those assessments to regroup students and monitor targets. 3.				

Ensure that all teachers are using student data to drive daily classroom instruction.	Through the Leading for Success process Network, schools use data to identify areas of concern; identify specific instructional targets for students; detailed and holistic examination of organizational culture, organizational structure, curriculum, instruction and preparation, student demographics, and external factors for their impact on student achievement. 4. SFAF leadership consultants visit the school for assessment visits, including facilitation of data dialogues with communities of teachers. Data dialogues structure discussions about periodic assessment and other formative data to monitor student progress. During these dialogues, school staff will identify goals; ask primary, secondary, and tertiary questions; develop short-term plans (6 to 8 weeks) aligned with the targets set forth in the school's comprehensive achievement plan; and determine next steps for improving student achievement in particular subgroups and for individual students.	Intervals specified, beginning Summer 2012 – May 2015	PSSA results; 4Sight assessment results; classroom walkthrough data.	5000	2
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E8. Establish schedules and strategies that provide increased learning time.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #,##	Priority Goal These Actions Will Address
Extend student school day by 30 minutes a day.	1. Renegotiate teacher contracts; 2. Change transportation schedules; 3. Implement extended day with a master schedule increasing reading instruction to 120 minutes daily and mathematics instruction to 60 minutes daily.	Completed in 2011.	PSSA results compared from year-to-year (prior to and after the extension); classroom observations to verify the use of instructional time for reading and mathematics.	0	1,2,3
To provide extended-	1. Create local competencies/criteria to define highly effective. 2. Determine subjects/areas/grade		Progress monitoring data will be used to compare the progress of students in extended day classes to students who are eligible for, but do not access,		

day classes in targeted areas for students who are not proficient on benchmark assessments.	levels that would most benefit from extended day opportunities. 3. Utilize the highly effective teachers to teach extended day enrichment/intervention classes utilizing a research-based intervention model designed to meet the needs of each student.	Fall 2012-May 2015	these classes. Increases should show evidence that the extended day students will make more than 1 years' growth, enabling these students to catch up to their grade levels. Attendance data will be used to track student participation.	63000	1,2
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E9. Provide ongoing mechanisms for family and community engagement.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Provide appropriate social-emotional and community-oriented services and supports for students by implementing the Success for All Solutions Network.	1. Establish the Solutions Network - a core group of school leaders, teachers, parents and/or support staff who meet throughout the year to discuss, monitor and plan strategies to improve the academic achievement of all students. 2. Establish meeting schedule to address 6 components of intervention: interventions team; parent and family involvement; cooperative culture; community connections; tutoring; and attendance. 3. Develop individual achievement plans needed for children, including Individual Education Plans for special education.	Summer 2012-May 2015	Disciplinary referral rates; informal observation of students; Title I parent survey (end of year)	0	1,2,3
Hire a community coordinator to work with community agencies to create positive out-of-school experiences for students	1. Hire community coordinator; 2. Create connections with local community agencies; 3. Establish out-of-school opportunities and experiences for students.	Fall 2012-May 2015	Title I parent survey; disciplinary referrals	420000	1,2,3
To provide a social safety net for students' non-	1. Partner with the York County Human Services Department to provide a school-based social worker to work with the	Fall 2012-June 2015	Disciplinary referrals; annual parent survey;	300000	1,2,3

academic needs	students and families of McKinley Elementary.		teacher climate survey.		
To create a welcoming environment for parents and provide parents with resources to help them support their children's achievement	1. Identify easily accessible location in the building; 2. Purchase a computer and other parent resources; 3. Publicize the center and its resources to parents, beginning with a welcome back celebration for students prior to the beginning of the school year.	Fall 2012-June 2015	Usage data (parent sign-in sheets)	6000	3
To engage parents as meaningful partners in the McKinley school community	1. Analyze annual parent survey for parent feedback and needs. 2. Invite parents to serve on a Parent Advisory Team. 3. Hold monthly meetings at times and locations convenient to parents to discuss needs, school improvement and changes in the school. 4. Create learning opportunities for parents on topics of their choosing; 5. Recognize parent contributions regularly.	Summer 2012-June 2015	Annual Title I parent survey; parent participation information; feedback during meetings.	0	3

E10. Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #,###	Priority Goal These Actions Will Address
To allow the principal the flexibility to move staff within the building based on their effectiveness with increasing student achievement as well as certification.	1. Using classroom observation data, teacher evaluation data, and student assessment data, the principal will annually align the staff at McKinley to best meet the needs of students.	1. Implementation beginning Fall 2012 and ongoing.	PSSA data	0	1,2,3

E11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #,###	Priority Goal These Actions Will Address
	1. District to				

To provide all buildings receiving School Improvement Grants access to a Transformation Officer who will work with the principal and the school district to ensure that the grant is being effectively implemented with fidelity, and to ensure that the district provides necessary professional development, support, and other resources.	Identify a chief transformation officer with substantial experience in school improvement and grant monitoring. 2. District to revise organization chart - chief transformation officer will report directly to the superintendent. 3. Establish regular visitation schedule across all SIG schools. 4. Establish reporting mechanisms on school progress and needs.	1. Summer 2012; 2. Summer 2012; 3. Summer 2012; 4. Summer 2012 and continuing through May 2015.	PSSA results across all SIG schools	157500	1,2,3
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*** Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 school year. Some examples of possible pre-implementation activities are:**

Community meetings to review school performance and discuss the reform model to be implemented; communications between the school and parents regarding the school status, school choice options, social services, etc; recruitment and selection of principals and new instructional staff; remediation and enrichment to students involved in the implementation of a reform model; identification and purchase of instructional materials to be used;

Instructional planning sessions to review data and develop curriculum; training necessary to implement new or revised instructional programs and strategies; and development and piloting of data systems to be used in connection with the reform program.

This school is a Tier I or Tier II participating Title I school that does not meet the 40% poverty eligibility threshold and is applying for a waiver to implement a schoolwide program.

(Optional)

Schools choosing the Transformation mode must be prepared to pilot a teacher and teacher evaluation plan that takes into account data on student growth as a significant factor.

(Optional)

This school will not be prepared to pilot a teacher and principal evaluation plan that takes into account data on student growth as a significant factor for the 12-13 school year but will agree to take part in the Phase III Pilot of the state teacher/principal evaluation plan.

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Program Year is currently: [2011 - 2012]

Program: Title I SIG (1003g) 11-12 Grant - School Level

Section: J. School Level Budget Information

For each required action outlined in the Description of Reform Plan section of the application, 3-year cost estimates were required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.

J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Category	Year	Number to be Purchased	Unit Cost Format: #.##	Total Cost Calculated: #.##	Description of Budgeted Item	Sustainability Plan
Contracted Services	Year 1	30	1566.66	46999.8	Extended day activities (after school tutoring, Saturday Academy staffing, etc.)	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 1	3	8000	24000	Stipend for parent liaison to coordinate services with community partners.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 2	30	1566.66	46999.8	Extended day activities (after school tutoring, Saturday Academy staffing, etc.)	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 3	30	1566.66	46999.8	Extended day activities (after school tutoring, Saturday Academy staffing, etc.)	Transition of responsibilities to central administration, building principal, teachers, and staff.
Other (specifics required below)	Year 1	1	22000	22000	Incentive program for staff and administrators to include (conferences, supplies, memberships into professional groups, etc.)	Transition of responsibilities to central administration, building principal, teachers, and staff.
Other (specifics	Year				Incentive program for staff and administrators to include	Transition of responsibilities to central administration,

required below)	2		1	22000	22000	(conferences, supplies, memberships into professional groups, etc.)	building principal, teachers, and staff.
Other (specifics required below)	Year 3		1	22000	22000	Incentive program for staff and administrators to include (conferences, supplies, memberships into professional groups, etc.)	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 1		2	140000	280000	Instructional coach to lead professional development.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 2		2	140000	280000	Instructional coach to lead professional development.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 3		2	140000	280000	Instructional coach to lead professional development.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 2		3	8000	24000	Stipend for parent liaison to coordinate services with community partners.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 3		3	8000	24000	Stipend for parent liaison to coordinate services with community partners.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 1		1	100000	100000	Provide school based social work/ Community partner to develop relationships with community and students.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Contracted Services	Year 2		1	100000	100000	Provide school based social work/ Community partner to develop relationships with community and students.	Transition of responsibilities to central administration, building principal, teachers, and staff.
						Provide school	

Contracted Services	Year 3	2	100000	200000	based social work/ Community partner to develop relationships with community and students.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Professional Development	Year 1	30	5345	160350	Substitutes for on going professional development to maintain professional learning communities to discuss improving instruction.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Professional Development	Year 2	30	5345	160350	Substitutes for on going professional development to maintain professional learning communities to discuss improving instruction.	Transition of responsibilities to central administration, building principal, teachers, and staff.
Professional Development	Year 3	30	5345	160350	Substitutes for on going professional development to maintain professional learning communities to discuss improving instruction.	Transition of responsibilities to central administration, building principal, teachers, and staff.

Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant - School Level****Section: A. School Building and Funding Information****A1. District or Charter School Name** (Maximum 50 Characters) School District of the City of York**A2. School Name** (Maximum 50 Characters) Edgar Fahs Smith Middle School**A3. Grade span** (Maximum 25 Characters) 5-8**Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models.****SCHOOL CLOSURE MODEL MAXIMUM**

Schools opting to implement the school closure model must budget and spend all funds during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students.

Examples of allowable costs that MAY be supported by SIG funds are 1) parent and community outreach (including press releases, newsletters and newspaper announcements), 2) transition services for parents and students, 3) orientation activities, and 4) costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS

A4. Schools choosing the transformation, turnaround and restart models will provide the following data for review to determine the appropriateness of the funding request.

	Building Enrollment (October 2011)	Low Income Percentage (Free & Reduced Lunch) Format: #.##	Building ESL Population	AYP Status (2011-12 School Year)
School Level Data	642	90	156	Corrective Action II

A5. Funds requested Year 1: 142096**A6. Funds requested Year 2:** 0**A7. Funds Requested Year 3:** 0**A8. Total Amount of Funds Requested:** 142096[Return](#)



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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant -- School Level****Section: B. School Narrative/Story**

SIG eligible schools are identified based on student achievement, academic growth, graduation rate, AYP status and grade levels served. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.

Your school story includes information from other data sources (academic, behavioral, other non-academic, etc.); changes in administration, governance structure and leadership; curriculum mapping, revision and development activities; implementation of new core instructional programs; staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers; and professional development plans and initiatives.

B1. Provide specific, explanatory information regarding the 3-5 year history of the school to include the elements above as well as any school reform planning efforts to include data analysis, data review and root cause analysis, parent and community involvement in school reform efforts and any other relevant information to describe the school history and current school environment. (Maximum 25000 Characters)

DISTRICT LEVEL: This year we are submitting Transformation model applications for two and the Closure model for two of the ten buildings within The School District of the City of York. • Transformation Model o McKinley Elementary School o William Penn High School • Closure Model o Edgar Fahs Smith Middle School o Hannah Penn Middle School In sum, we, at The School District of the City of York, are committed to the deep and meaningful work necessary to increase student achievement. We believe that Failure is Not an Option! This grant will allow us to build a firm foundation to sustain the initiatives beyond the scope and term of the grant. The superintendent has changed four times within the last five years. The current superintendent started July 1, 2011. Dr. Deborah L. Wortham, our current superintendent, brings with her a long history of school improvement expertise and has initiated some immediate changes that will focus and drive the district into a new, positive direction. The district will be restructuring to a K-8 model; will be utilizing the Charlotte Danielson Framework for teaching and will use that lens to organize all domains of instruction, leadership, achievement and culture. Under our new leadership, our six priorities will include: • Vision and Mission • Prevention and Intervention • Collaboration • Data-Driven Decision Making • Active Engagement of the Stake Holders of our District • Building Sustainable Leadership Capacity These six priorities will weave into the Charlotte Danielson framework for district wide improvement. This grant will provide extra support for our restructuring efforts and lowest performing schools in attaining these goals. BUILDING LEVEL: Edgar Fahs Smith Middle School 1. Turnover in Leadership o Principal has changed seven times since 2008 o Assistant Principals have changed nine times since 2008 o Staffing changes □ In 2010-2011 school year, the fifth grade was moved to the middle school level within The School District of the City of York. □ There has been a reduction of staff by 33% at every level at the end of 2010-2011 school year because of budget cuts at every level. □ Only 56% of teachers are veteran teachers and have seven or more years of experience. 2. Demographics o The middle school level has increased by the addition of grade five. o 21% of the student population is English Language Learners (ELL). o 28% of the student population is special education (IEP) students. o The average percentage for the surrounding districts in the county is 4% for IEP students and even less for ELL students. DISTRICT: As outlined in the bulleted information above, the climate of the district and the building is disjointed and morale of staff, students and parents is low as a result of these changes. By moving toward a K-8 model, the neighborhood school concept will be reenacted. Thus, community satisfaction with schools from kindergarten to eighth grade will increase. Community ownership for school success will improve. Throughout the five years preceding the writing of this grant, four superintendents led the district. Each superintendent had a different vision about student achievement and what specific actions needed to be in

place to ensure that student achievement was prioritized and actuated. Central administration, as a group, had many other changes in personnel, which included assistant superintendents, human resources, special education, ELL and pupil services. Initiatives proliferated and became disconnected. Initiatives, whether good or bad, failed to bring about the desired growth in student achievement. In addition, the fidelity of programs was not consistent due to frequent turn over and shifts in the primary focus of the leadership. Under Dr. Wortham's leadership, every initiative has been researched based a sustainable regardless of staffing/ personnel changes. K-8 has been effective in other environments. The School District of the City of York believes the K-8 model can be effective and beneficial for our population as well. We have agreed, as a district, to continue to use Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching to focus and align our change efforts. Danielson's Domains of Teaching Responsibility, summarized below, will focus our entire school community on the core elements of teaching and learning, bringing an increased coherence to our improvement initiatives. As a district, we have also agreed to follow a K-8 model for all students enrolled in the school district. This will include closing Edgar Fahs Smith Middle School and rezoning the neighborhood elementary buildings to accommodate the return of the 5th through 8th graders. In the data portion of this grant, please note the assessment scores for the district. In many cases, you will find that achievement levels rose. PVAAS scores also indicate that our students are growing in achievement. However, our progress in improving student achievement has not been at a level to make AYP, especially with the rising AYP targets. In districts that have adopted the K-8 model, there have been stronger gains in reading and mathematics and students perform better on state achievement tests. Our purpose in writing this grant is to facilitate a smooth transition from our current building structure to the K-8 model within The School District of the City of York. Our district has a long and proud history of educating our students and our desire is to bring back the belief in our capacity to ensure student success for all students. Failure is not an option! BUILDING: With the movement of 5th grade to the middle level, the middle schools are now tasked with the bulk of testing responsibility. All students in grade 5 through 8 must sit for the Pennsylvania System of School Assessments (PSSAs). Rigor, discipline, and building culture are vital elements that must be improved because every student is assessed. In order to provide the instructional support necessary for increased student achievement, the K-8 model is the best option for the following reasons: • Increased Academic Achievement • Increased Community Involvement that will enhance Parental Support • Decreased Transitions for Students with the K-8 model • Improved Fiscal Responsibility In order to build internal capacity district-wide, especially within the middle grades, the K-8 model will enhance instruction and learning through better opportunities for vertical alignment to support the implementation of the Danielson Framework. Our student population is very transient, requiring alignment and cohesion of instructional strategies, curriculum and culture across the grade levels. It is critical to have the same focus, language, structure and expectations throughout the buildings and classrooms. The Charlotte Danielson framework will provide the organization needed for the district. By adopting the K-8 model, the cohesion within the buildings and communities will already be established, allowing district alignment from building to building to be a greater focus. Due to the constant change at the district and building level, discipline issues have been rampant. Building relationships between administrators, teachers, students and parents have been difficult, resulting in increased discipline referrals. Last year alone, there were 2043 office referrals. Fifty-four percent (54%) of all office referrals written at Edgar Fahs Smith Middle School were because of incidents that happened within the classroom setting. With the K-8 model, the students will attend their neighborhood schools. Students will matriculate through grade levels with a clear understanding of building expectations. The lack of transition from building to building will keep disciplinary infractions at a minimum. Because of all the turmoil and struggles with the district, professionals, students, and parents have become frustrated. The new structure will address these concerns and lead to a positive school culture which will focus on increased student achievement. The new district and building configurations will move academic achievement forward in a cohesive, purposeful manner by insisting on high expectations, instructional rigor, focused interventions and capacity building through the closure of Edgar Fahs Smith Middle School and the reconfiguration to K-8 across the district.

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C1. SIG funds must be used to support the identified needs of the school beginning in the 2012-13 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information MUST be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs. (Maximum 25000 Characters)

A Building Improvement Team including various stakeholders from within the building met to complete the root cause analysis process over the course of monthly meetings throughout previous school years. As a result of the meetings the Gen 6 Getting Results Continuous School Improvement 2 Year Plan and the Getting Results Continuous Improvement Plan were developed. In addition, a district level team met to complete a secondary root cause analysis process. The district team met six times over the course of three months. Both of these groups analyzed data from multiple sources including: eSchool (district attendance, academic, and behavior data management system), the Success for All Member Center, Performance Tracker, eMetric, PVAAS; and conducted an inventory of current programs and district and building initiatives, discussed trends and areas of strength, weakness, and high needs. The groups conducted an inventory of current programs and district and building initiatives, discussed trends and areas of strength, weakness/ high need, and worked through guiding questions to discover and identify root causes. The guiding questions walked both the building team and the district team through an in depth root cause analysis process which allowed key causes to be uncovered. After this step was completed, both teams moved on to create an action plan for Edgar Fahs Smith Middle School as related to the Getting Results Plans. Specific portions of the Getting Results plans that were reviewed included: student achievement data; root cause analysis and discovery; planned solutions which include Improvement Goals and Action Sequences for achieving the goals, planned professional development, parent involvement, and student achievement monitoring tools. The Gen 6 Getting Results Continuous School Improvement Plan as approved by the Pennsylvania Department of Education and the Lincoln Intermediate Unit 12 indicates prioritized needs which in turn become prioritized goals for the building. These goals are focused on reading achievement, math achievement, and school climate improvement. The prioritized needs for Edgar Fahs Smith Middle School are as follows. 1. Increased student proficiency, with an emphasis on state assessed areas. 2. Increased student focus on learning and decreased discipline interruptions.

C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Priority Goal #	Need	Annual Goal
1	Increased student proficiency, with an emphasis on state assessed areas.	To increase proficiency on the PSSAs by a minimum of 20% per year.
2	Increased student focus on learning and decreased discipline interruptions.	To increase learning-centered student engagement by building a positive school culture.

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

Using the 2010-2011 PSSA data from PDE's 2010-2011 PSSA and AYP Results by school level report, the Safe Harbor formula was used to calculate aggressive projections. The projections are described as aggressive because with Safe Harbor, 10% of non-proficiency is determined and added to the previous year's proficiency level; however, for purposes of the SIG, 20% of non-proficiency is determined and added to the previous year's proficiency level. Because proficiency information is given according to proficient vs. non-proficient (not advanced, proficient, basic or below basic), the information in the charts below were calculated as follows: 1.) Added below basic and basic percentages to calculate non-proficient percentage. 2.) Added proficient and advanced percentages to calculate proficient percentage. 3.) Calculated 20% of non-proficient percentage. 4.) Divided 20% of non-proficient percentage by 2.

5.) Added 1/2 of 20% to proficient and 1/2 of 20% to advanced 6.) Checked all four performance levels to ensure that the data equaled approximately 100%. 7.) Followed steps 1-6 for the remaining two school years.

C4. Complete the chart giving PSSA percentages for the 2010-11 school year.

	Current PSSA Math Data - % Below Basic Format: #.#	Current PSSA Math Data - % Basic Format: #.#	Current PSSA Math Data - % Proficient Format: #.#	Current PSSA Math Data - % Advanced Format: #.#	Current PSSA Reading Data - % Below Basic Format: #.#	Current PSSA Reading Data - % Basic Format: #.#	Current PSSA Reading Data - % Proficient Format: #.#	Current PSSA Reading Data - % Advanced Format: #.#
All Students	32.07	22.15	27.44	18.35	34.72	24.54	27.88	12.85
White non-Hispanic	22.4	20	32	25.6	29.92	22.83	26.77	20.47
Black/African American non-Hispanic	29.02	28.24	29.02	13.73	33.6	26.09	29.64	10.67
Latino/Hispanic	42.59	15.74	22.69	18.98	39.52	23.33	27.14	10
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	65.44	19.12	12.5	2.94	73.72	16.06	10.22	0
English Language Learners	52.99	18.66	14.93	13.43	50.39	25.2	18.11	6.3
Economically Disadvantaged	32.75	22.54	27.29	17.43	35.12	24.42	28.34	12.12

C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).

	Year 1 PSSA Math Goal - % Below Basic Format: #.#	Year 1 PSSA Math Goal - % Basic Format: #.#	Year 1 PSSA Math Goal - % Proficient Format: #.#	Year 1 PSSA Math Goal - % Advanced Format: #.#	Year 1 PSSA Reading Goal - % Below Basic Format: #.#	Year 1 PSSA Reading Goal - % Basic Format: #.#	Year 1 PSSA Reading Goal - % Proficient Format: #.#	Year 1 Reading Goal - % Advanced Format: #.#
All Students	26.65	16.73	32.86	23.77	28.79	18.61	33.81	18.78
White non-Hispanic	18.16	15.76	36.24	29.84	24.65	17.56	32.05	25.75
Black/African American non-Hispanic	23.29	22.51	34.75	19.46	27.63	20.12	35.61	16.64
Latino-Hispanic	36.76	9.91	28.52	24.81	33.24	17.05	33.46	16.29
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	56.98	10.66	20.96	11.4	64.74	7.08	19.2	8.98
English Language Learners	45.83	11.5	22.1	20.6	42.83	17.64	25.67	13.86
Economically Disadvantaged	27.22	17.01	32.82	22.96	29.17	18.47	34.29	18.07

C6. Complete the chart giving PSSA percentage goals for Year 2 of this grant (2013-14).

	Year 2 PSSA Math Goal - % Below Basic Format: #.#	Year 2 PSSA Math Goal - % Basic Format: #.#	Year 2 PSSA Math Goal - % Proficient Format: #.#	Year 2 PSSA Math Goal - % Advanced Format: #.#	Year 2 PSSA Reading Goal - % Below Basic Format: #.#	Year 2 PSSA Reading Goal - % Basic Format: #.#	Year 2 PSSA Reading Goal - % Proficient Format: #.#	Year 2 PSSA Reading Goal - % Advanced Format: #.#
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	% Below Basic Format: ###	Goal - % Basic Format: ###	Proficient Format: ###	Advanced Format: ###	% Below Basic Format: ###	% Basic Format: ###	Proficient Format: ###	Advanced Format: ###
All Students	22.31	12.39	37.2	28.11	24.05	13.87	38.55	23.52
White non-Hispanic	14.77	12.37	39.63	33.23	20.43	13.34	36.27	29.97
Black/African American non-Hispanic	18.71	17.93	39.33	24.04	22.86	15.35	40.39	21.42
Latino/Hispanic	32.09	5.24	33.19	29.48	28.21	12.02	38.49	21.32
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-Racial/ethnic	0	0	0	0	0	0	0	0
IEP - Special Education	50.22	3.9	27.72	18.16	57.46	0	26.38	16.16
English Language Learners	40.1	5.77	27.83	26.33	36.78	11.59	31.72	19.91
Economically Disadvantaged	22.8	12.59	37.24	27.38	24.41	13.71	39.05	22.83

C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).

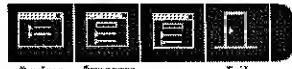
	Year 3 PSSA Math Goal - % Below Basic Format: ###	Year 3 PSSA Math Goal - % Basic Format: ###	Year 3 PSSA Math Goal - % Proficient Format: ###	Year 3 PSSA Math Goal - % Advanced Format: ###	Year 3 PSSA Reading Goal - % Below Basic Format: ###	Year 3 PSSA Reading Goal - % Basic Format: ###	Year 3 PSSA Reading Goal - % Proficient Format: ###	Year 3 PSSA Reading Goal - % Advanced Format: ###
All Students	18.84	8.92	40.67	31.58	20.26	10.08	42.34	27.31
White non-Hispanic	12.06	9.66	42.34	35.94	17.05	9.96	39.65	33.35
Black/African American non-Hispanic	15.05	14.27	42.99	27.7	19.04	11.53	44.21	25.24
Latino/Hispanic	28.36	1.51	36.92	33.21	24.18	7.99	42.51	25.34
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	43.3	0	33.13	23.57	45.97	0	32.13	21.91
English Language Learners	35.51	1.18	32.42	30.92	31.94	6.75	36.56	24.75
Economically Disadvantaged	19.26	9.05	40.78	30.92	20.6	9.9	42.86	26.64

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Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.

D1. Reform model to be implemented in this school:

- ☐ Transformation
- ☐ Turnaround
- ☐ Restart
- ☒ Closure

D2. Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school. (Maximum 15000 Characters)

Edgar Fahs Smith Middle School is choosing to follow the closure reform model. We have chosen this model based upon the following reasons: • Academics are increased – greater learning and higher academic achievement scores • Neighborhood satisfaction and parental involvement • K-8 schools make fewer transitions • Budget considerations Academics Research has shown that there is an increase in academic learning and achievement as a benefit of the K-8 model. Systematic interventions for at-risk students allows for their progress and upward mobility in academic learning. There is also more teacher collaboration across grades, along with a seamlessly aligned K-8 curriculum. Using this model also ensures internal accountability among staff. Neighborhood Satisfaction and Parental Involvement By following the K-8 model, our neighborhood communities will have more options available to work within their schools. Families will be strengthened through lasting partnerships with neighborhood schools. This model will bolster community identity, and will continue to promote parental involvement through eighth grade. Safety issues will also benefit from using the higher grades students as peer mentors and safety patrols. Fewer Transitions Students in sixth through eighth grades will benefit because they will be housed in their elementary schools. There will be less transitions which in turn lead to more positive choices such as less attendance issues, school pride, leadership positions, and role models for the younger students at the school. Budget Considerations The district will save money through this option due to our large debt. It will revitalize Art, Music, and Physical Education, and will minimize teacher furloughs. Closing the middle school will allow for reduction in energy and maintenance costs.

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Yes, this school will be using the Closure reform model. Complete each question in this section.

In this section of the SIG application, the required actions are listed for the Closure reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

H1. The LEA has a plan to enroll students in new higher-performing schools or LEAs.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (1 Year)* Format: #.##	Priority Goal These Actions Will Address
To successfully transition students, faculty, staff, and materials from Smith a 5-8 Middle School to higher performing elementary school buildings which will be reconfigured as K-8 buildings. Edgar Fahs Smith Middle School did	Decision by School board to close the Edgar Fahs Smith Middle School • Redraw district lines to create an equitable distribution of 5th-8th grades into the neighborhood schools. • Configure plans for low incidence population classes such as autistic support, emotional support, life skills, hearing impaired and multiple disabilities. • Create a plan to distribute highly qualified teachers to appropriate buildings. • Create a plan to distribute highly qualified instructional support staff to appropriate buildings. • Create a plan to distribute student support personnel				

not make AYP and is in corrective action. The 2011 PSSA scores are as follows; reading 54.2% and math 71.2%. The 2011 PSSA scores for buildings in which students will be reassigned are as follows; Devers: reading 54.2% met AYP with SHC, Math 71.2 met AYP; Ferguson: reading 59% met AYP with SH, math 64% met AYP with CL, McKinley: reading 46% met AYP with SH, math 64% met AYP with CL.	(counselors, nurses), and non-instructional staff to appropriate buildings. • Move portable technology to current elementary buildings. • Uninstall, and move end boards and projectors, to current elementary buildings and install accordingly. • Provide an act 80 day for planning distribution of middle school materials to elementary schools. • Distribute library materials equitably between the current elementary buildings. • Distribute text books based on new k-8 configuration student enrollment. • Pack and deliver classroom materials to appropriate buildings. • Provide packing materials including boxes, tape and labels. • Provide substitute coverage for teachers to pack instructional materials.	Actions to be completed over the spring and summer of 2012. To be completed by August 1, 2012.	Quality control checklists.	93596	1	
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H2. The LEA/school has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2012-13 school year.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (1 Year)* Format: ###	Priority Goal These Actions Will Address
	Inform parents of proposed plan through robo-calls and written notices sent home from the				

Create smooth and positive transition for students and staff from a middle school 5-8 building configuration to a K-8 building configuration (formerly K-4).	<ul style="list-style-type: none"> schools. • Publish proposed plan in local newspaper. • Weekly messages from the superintendents, via video conferences, for students on the positive points of the plan and addressing students' questions and concerns about the plan. • Hold conference calls with parents and superintendent. • Hold a school board hearing to present proposed plan to parents and give parents an opportunity to voice their opinions. • 	Calls, conferences and hearings initiated in April. Public hearing held on April 17, 2012.	Informal surveys of parents and students.	36000	2
Create smooth and positive transition for students and staff from a middle school 5-8 building configuration to a K-8 building configuration (formerly K-4).	Presentations of the new configuration will be given with opportunity to answer questions and concerns, followed by tours of the building.	End of April through June 2012	Sign in sheets, informal surveys of parents and students and community members	5000	2
Create smooth and positive transition for students and staff from a middle school 5-8 building configuration to a K-8 building configuration (formerly K-4).	Provide orientation for all transitioning (current) 5,6 and 7th grade students (6,7,8th grade for 12-13) at their new buildings. Includes tours of building, lunch, discussion with administration and teachers, and back to school supplies incentive pack with new school information and planner.	August 20-24, 2012	Sign in sheets; RSVPs	7500	2

Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 school year. Some examples of possible pre-implementation activities are: 1) community meetings to review school performance and discuss the reform model to be implemented; 2) communications between the school and parents regarding the school status, school choice options, social services, etc.

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Section: J. School Level Budget Information

For each required action outlined in the Description of Reform Plan section of the application, 3-year cost estimates were required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.

J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Category	Year	Number to be Purchased	Unit Cost Format: \$.###	Total Cost Calculated: \$.###	Description of Budgeted Item	Sustainability Plan
Community and Parent Outreach	Pre- Implementation	2	18000	36000	Full page color ad in local newspaper, Sunday edition, detailing new K-8 model and informing students parents and community about transition. May be done as 4 1/2 page ads at \$9000/each	N/A
Other (specifics required below)	Pre- Implementation	3	2500	7500	Orientation for current 5,6,7 graders in August to their new buildings (to be 6,7,8 graders) - includes tours, lunch, school supplies, planners	N/A
Materials & Supplies	Pre- Implementation	62	115	7130	100 Boxes with tape and wrap for moving 57 classrooms and common areas (offices, art room, cafeteria supplies) to new buildings	N/A
Contracted Services	Pre- Implementation	171	140	23940	Substitutes for 3 days for each classroom teacher (57) to pack for move.	N/A
Contracted Services	Pre- Implementation	30	1317	39510	Uninstall, transport, and install end boards from middle school to K-8 building where classrooms are being moved. Includes labor,	N/A

					etc.	
Contracted Services	Pre-Implementation	8	1420	11360	Eight movers for five days to move classrooms from middle school to K-8 building	N/A
Contracted Services	Pre-Implementation	62	188	11656	4 custodians/plant managers to close down building by classroom (57)- heating, water, electric, etc. (plus common areas - kitchen, library, offices)	N/A
Community and Parent Outreach	Pre-Implementation	2500	2	5000	Flyers/brochures about new K-8 model and transition activities	N/A

Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

Other - orientation for students being transitioned from MS to K-8 buildings. Students will be distributed to three K-8 buildings in the district - McKinley, Devers, and Ferguson. This orientation will serve to acclimate them to the building and staff prior to the start of school.

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Program: Title I SIG (1003g) 11-12 Grant - School Level

Section: A. School Building and Funding Information

A1. District or Charter School Name (Maximum 50 Characters) School District of the City of York

A2. School Name (Maximum 50 Characters) Hannah Penn Middle School

A3. Grade span (Maximum 25 Characters) 5-8

Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models.

SCHOOL CLOSURE MODEL MAXIMUM

Schools opting to implement the school closure model must budget and spend all funds during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students.

Examples of allowable costs that MAY be supported by SIG funds are 1) parent and community outreach (including press releases, newsletters and newspaper announcements), 2) transition services for parents and students, 3) orientation activities, and 4) costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS

A4. Schools choosing the transformation, turnaround and restart models will provide the following data for review to determine the appropriateness of the funding request.

	Building Enrollment (October 2011)	Low Income Percentage (Free & Reduced Lunch) Format: #.##	Building ESL Population	AYP Status (2011-12 School Year)
School Level Data	749	92	221	Corrective Action II

A5. Funds requested Year 1: 147157

A6. Funds requested Year 2: 0

A7. Funds Requested Year 3: 0

A8. Total Amount of Funds Requested: 147157

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SIG eligible schools are identified based on student achievement, academic growth, graduation rate, AYP status and grade levels served. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.

Your school story includes information from other data sources (academic, behavioral, other non-academic, etc.); changes in administration, governance structure and leadership; curriculum mapping, revision and development activities; implementation of new core instructional programs; staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers; and professional development plans and initiatives.

B1. Provide specific, explanatory information regarding the 3-5 year history of the school to include the elements above as well as any school reform planning efforts to include data analysis, data review and root cause analysis, parent and community involvement in school reform efforts and any other relevant information to describe the school history and current school environment. (Maximum 25000 Characters)

DISTRICT LEVEL: This year we are submitting Transformation model applications for two and the Closure model for two of the ten buildings within The School District of the City of York. • Transformation Model o McKinley Elementary School o William Penn High School • Closure Model o Edgar Fahs Smith Middle School o Hannah Penn Middle School In sum, we, at The School District of the City of York, are committed to the deep and meaningful work necessary to increase student achievement. We believe that Failure is Not an Option! This grant will allow us to build a firm foundation to sustain the initiatives beyond the scope and term of the grant. The superintendent has changed four times within the last five years. The current superintendent started July 1, 2011. Dr. Deborah L. Wortham, our current superintendent, brings with her a long history of school improvement expertise and has initiated some immediate changes that will focus and drive the district into a new, positive direction. The district will be restructuring to a K-8 model; will be utilizing the Charlotte Danielson Framework for teaching and will use that lens to organize all domains of instruction, leadership, achievement and culture. Under our new leadership, our six priorities will include: • Vision and Mission • Prevention and Intervention • Collaboration • Data-Driven Decision Making • Active Engagement of the Stake Holders of our District • Building Sustainable Leadership Capacity These six priorities will weave into the Charlotte Danielson framework for district wide improvement. This grant will provide extra support for our restructuring efforts and lowest performing schools in attaining these goals. BUILDING LEVEL: Hannah Penn Middle School 1. Turnover in Leadership • Principal has changed four times since 2008 • Assistant Principals have changed six times since 2008 2. Staffing changes • In 2010-2011 school year the fifth grade was moved to the middle school level • Reduction of staff by 33% at every level at end of 2010-2011 because of budget cuts at every level • Only 56% of teachers are veteran and have seven or more years of experience 3. Demographics • Middle school level has increased by the addition of grade five • 33% of our student population is English Language Learners (ELL) • 24% of our student population is IEP students (special education students) • The average percentage for the surrounding districts in the county is 4% and even less for ELL DISTRICT: As outlined in the bulleted information above, the climate of the district and the building is disjointed and morale of staff, students and parents is low as a result of these changes. By moving toward a K-8 model, the neighborhood school concept will be reenacted. Thus, community satisfaction with schools from kindergarten to eighth grade will increase. Community ownership for school success will improve. Throughout the five years preceding the writing of this grant, four superintendents led the district. Each superintendent had a different vision about student achievement and what specific actions needed to be in place to ensure that student achievement was prioritized and actuated. Central administration, as a group,

had many other changes in personnel, which included assistant superintendents, human resources, special education, ELL and pupil services. Initiatives proliferated and became disconnected. Initiatives, whether good or bad, failed to bring about the desired growth in student achievement. In addition, the fidelity of programs was not consistent due to frequent turn over and shifts in the primary focus of the leadership. Under Dr. Wortham's leadership, every initiative has been researched based a sustainable regardless of staffing/ personnel changes. K-8 has been effective in other environments. The School District of the City of York believes the K-8 model can be effective and beneficial for our population as well. We have agreed, as a district, to continue to use Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching to focus and align our change efforts. Danielson's Domains of Teaching Responsibility, summarized below, will focus our entire school community on the core elements of teaching and learning, bringing an increased coherence to our improvement initiatives. As a district, we have also agreed to follow a K-8 model for all students enrolled in the school district. This will include closing Hannah Penn Middle School and rezoning the neighborhood elementary buildings to accommodate the return of the 5th through 8th graders. In the data portion of this grant, please note the assessment scores for the district. In many cases, you will find that achievement levels rose. PVAAS scores also indicate that our students are growing in achievement. However, our progress in improving student achievement has not been at a level to make AYP, especially with the rising AYP targets. In districts that have adopted the K-8 model, there have been stronger gains in reading and mathematics and students perform better on state achievement tests. Our purpose in writing this grant is to facilitate a smooth transition from our current building structure to the K-8 model within The School District of the City of York. Our district has a long and proud history of educating our students and our desire is to bring back the belief in our capacity to ensure student success for all students. Failure is not an option!

BUILDING: With the movement of 5th grade to the middle level, the middle schools are now tasked with the bulk of testing responsibility. All students in grade 5 through 8 must sit for the Pennsylvania System of School Assessments (PSSAs). Rigor, discipline, and building culture are vital elements that must be improved because every student is assessed. In order to provide the instructional support necessary for increased student achievement, the K-8 model is the best option for the following reasons:

- Increased Academic Achievement
- Increased Community Involvement that will enhance Parental Support
- Decreased Transitions for Students with the K-8 model
- Improved Fiscal Responsibility

In order to build internal capacity district-wide, especially within the middle grades, the K-8 model will enhance instruction and learning through better opportunities for vertical alignment to support the implementation of the Danielson Framework. Our student population is very transient, requiring alignment and cohesion of instructional strategies, curriculum and culture across the grade levels. It is critical to have the same focus, language, structure and expectations throughout the buildings and classrooms. The Charlotte Danielson framework will provide the organization needed for the district. By adopting the K-8 model, the cohesion within the buildings and communities will already be established, allowing district alignment from building to building to be a greater focus. Due to the constant change at the district and building level, discipline issues have been rampant. Building relationships between administrators, teachers, students and parents have been difficult, resulting in increased discipline referrals. With the K-8 model, the students will attend their neighborhood schools. Students will matriculate through grade levels with a clear understanding of building expectations. The lack of transition from building to building will keep disciplinary infractions at a minimum. Because of all the turmoil and struggles with the district, professionals, students, and parents have become frustrated. The new structure will address these concerns and lead to a positive school culture which will focus on increased student achievement. The new district and building configurations will move academic achievement forward in a cohesive, purposeful manner by insisting on high expectations, instructional rigor, focused interventions and capacity building through the closure of Hannah Penn Middle School and the reconfiguration to K-8 across the district.

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C1. SIG funds must be used to support the identified needs of the school beginning in the 2012-13 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information MUST be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs. (Maximum 25000 Characters)

A Building Improvement Team including various stakeholders from within the building met to complete the root cause analysis process over the course of monthly meetings throughout previous school years. As a result of the meetings the Gen 6 Getting Results Continuous School Improvement 2 Year Plan and the Getting Results Continuous Improvement Plan were developed. In addition, a district level team met to complete a secondary root cause analysis process. The district team met six times over the course of three months. Both of these groups analyzed data from multiple sources including: eSchool (district attendance, academic, and behavior data management system), the Success for All Member Center, Performance Tracker, eMetric, PVAAS; and conducted an inventory of current programs and district and building initiatives, discussed trends and areas of strength, weakness, and high needs. The groups conducted an inventory of current programs and district and building initiatives, discussed trends and areas of strength, weakness/ high need, and worked through guiding questions to discover and identify root causes. The guiding questions walked both the building team and the district team through an in depth root cause analysis process which allowed key causes to be uncovered. After this step was completed, both teams moved on to create an action plan for Hannah Penn Middle School as related to the Getting Results Plans. Specific portions of the Getting Results plans that were reviewed included: student achievement data; root cause analysis and discovery; planned solutions which include Improvement Goals and Action Sequences for achieving the goals, planned professional development, parent involvement, and student achievement monitoring tools. The Gen 6 Getting Results Continuous School Improvement Plan as approved by the Pennsylvania Department of Education and the Lincoln Intermediate Unit 12 indicates prioritized needs which in turn become prioritized goals for the building. These goals are focused on reading achievement, math achievement, and school climate improvement. The prioritized needs for Hannah Penn Middle School are as follows.

1. Increased student proficiency, with an emphasis on state assessed areas.
2. Increased student focus on learning and decreased discipline interruptions.

C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Priority Goal #	Need	Annual Goal
1	Increased student proficiency, with an emphasis on state assessed content areas.	Increase proficiency on the PSSA's by a minimum of 20% per year. Keystone Exams will reach at least 70% proficiency.
2	Increase student focus on learning and decrease discipline interruptions.	To Increase learning-centered engagement by building a positive school culture.

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

Using the 2010-2011 PSSA data from PDE's 2010-2011 PSSA and AYP Results by school level report, the Safe Harbor formula was used to calculate aggressive projections. The projections are described as aggressive because with Safe Harbor, 10% of non-proficiency is determined and added to the previous year's proficiency level; however, for purposes of the SIG, 20% of non-proficiency is determined and added to the previous year's proficiency level. Because proficiency information is given according to proficient vs. non-proficient (not advanced, proficient, basic or below basic), the information in the charts below were calculated as follows: 1.) Added below basic and basic percentages to calculate non-proficient percentage. 2.) Added proficient and advanced percentages to calculate proficient percentage.

3.) Calculated 20% of non-proficient percentage. 4.) Divided 20% of non-proficient percentage by 2.
 5.) Added 1/2 of 20% to proficient and 1/2 of 20% to advanced 6.) Checked all four performance levels
 to ensure that the data equaled approximately 100%. 7.) Followed steps 1-6 for the remaining two
 school years.

C4. Complete the chart giving PSSA percentages for the 2010-11 school year.

	Current PSSA Math Data - % Below Basic Format: #,##	Current PSSA Math Data - % Basic Format: #,##	Current PSSA Math Data - % Proficient Format: #,##	Current PSSA Math Data - % Advanced Format: #,##	Current PSSA Reading Data - % Below Basic Format: #,##	Current PSSA Reading Data - % Basic Format: #,##	Current PSSA Reading Data - % Proficient Format: #,##	Current PSSA Reading Data - % Advanced Format: #,##
All Students	39.8	21.4	24.6	14.3	40.5	21.6	25.9	11.9
White non-Hispanic	30.6	17.6	31.8	20	31.8	23.5	25.9	18.8
Black/African American non-Hispanic	39.7	20.9	27	12.4	37.2	22.7	26.6	14.2
Latino/Hispanic	43.1	22.4	20.4	14	46.5	20.7	25.7	8
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	71.9	15.2	10.5	2.3	77.8	14	7	1.2
English Language Learners	62.4	25.5	8.7	3.4	66.4	22.8	8.7	2
Economically Disadvantaged	41.4	22.4	23.1	13.2	42.7	22.1	25.1	10.1

C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).

	Year 1 PSSA Math Goal - % Below Basic Format: #,##	Year 1 PSSA Math Goal - % Basic Format: #,##	Year 1 PSSA Math Goal - % Proficient Format: #,##	Year 1 PSSA Math Goal - % Advanced Format: #,##	Year 1 PSSA Reading Goal - % Below Basic Format: #,##	Year 1 PSSA Reading Goal % Basic Format: #,##	Year 1 PSSA Reading Goal - % Proficient Format: #,##	Year 1 PSSA Reading Goal - % Advanced Format: #,##
All Students	33.68	15.28	30.76	20.42	34.38	15.48	32.03	18.02
White non-Hispanic	33.64	14.84	33.06	18.46	31.28	16.08	32.52	20.12
Black/African American non-Hispanic	36.55	15.85	26.95	20.55	39.78	13.98	31.42	14.72
Latino-Hispanic	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	63.19	6.49	19.21	11.01	68.62	4.82	16.18	10.38
English Language Learners	53.61	16.71	17.49	12.19	57.48	13.88	17.62	10.92
Economically Disadvantaged	35.02	16.02	29.48	19.58	36.22	15.62	31.58	16.58

C6. Complete the chart giving PSSA percentage goals for Year 2 of this grant (2013-14).

	Year 2 PSSA Math	Year 2 PSSA	Year 2 PSSA Math	Year 2 PSSA Math Goal	Year 2 PSSA Reading	Year 2 PSSA Reading	Year 2 PSSA Reading	Year 2 PSSA Reading
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	Goal - % Below Basic Format: #.#	Math Goal - % Basic Format: #.#	Goal - % Proficient Format: #.#	% Advanced Format: #.#	Goal - % Below Basic Format: #.#	Goal - % Basic Format: #.#	Goal - % Proficient Format: #.#	Goal - % Advanced Format: #.#
All Students	28.69	10.29	35.75	25.41	29.42	10.52	37.98	22.98
White non-Hispanic	21.92	8.82	40.48	28.68	21.85	13.55	35.85	28.75
Black/African American non-Hispanic	28.79	9.99	37.91	23.31	26.54	11.34	37.62	24.86
Latino/Hispanic	31.31	10.61	32.19	25.79	34.4	8.6	36.8	20.1
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-Racial/ethnic	0	0	0	0	0	0	0	0
IEP - Special Education	56.22	0	26.18	17.98	61	0	23.52	17.72
English Language Learners	46.61	9.71	24.49	19.19	50.38	6.78	24.72	18.02
Economically Disadvantaged	30.01	10.92	34.58	24.68	31.04	10.44	36.76	21.76

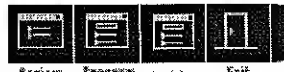
C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).

	Year 3 PSSA Math Goal - % Below Basic Format: #.#	Year 3 PSSA Math Goal - % Basic Format: #.#	Year 3 PSSA Math Goal - % Proficient Format: #.#	Year 3 PSSA Math Goal - % Advanced Format: #.#	Year 3 PSSA Reading Goal - % Below Basic Format: #.#	Year 3 PSSA Reading Goal - % Basic Format: #.#	Year 3 PSSA Reading Goal - % Proficient Format: #.#	Year 3 PSSA Reading Goal - % Advanced Format: #.#
All Students	24.79	6.39	39.65	29.31	25.43	6.53	39.84	32.74
White non-Hispanic	18.85	5.75	43.55	31.75	18.35	10.05	39.35	32.25
Black/African American non-Hispanic	24.92	6.12	41.78	27.18	22.76	7.56	41.04	28.64
Latino/Hispanic	27.12	6.42	36.38	29.98	30.1	4.3	41.1	24.4
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	50.6	0	20.56	23.6	54.9	0	29.62	23.82
English Language Learners	40.99	4.09	30.11	24.81	44.68	1.08	30.42	23.72
Economically Disadvantaged	25.91	6.82	38.68	28.78	26.94	6.34	40.86	25.86

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant - School Level****Section: D. Selection of Model**

Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.

D1. Reform model to be implemented in this school:

- ☐ Transformation
- ☐ Turnaround
- ☐ Restart
- ☒ Closure

D2. Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school. (Maximum 15000 Characters)

Hannah Penn Middle School is choosing to follow the closure reform model. We have chosen this model based upon the following reasons: • Academics are increased – greater learning and higher academic achievement scores • Neighborhood satisfaction and parental involvement • K-8 schools make fewer transitions • Budget considerations Academics Research has shown that there is an increase in academic learning and achievement as a benefit of the K-8 model. Systematic interventions for at-risk students allows for their progress and upward mobility in academic learning. There is also more teacher collaboration across grades, along with a seamlessly aligned K-8 curriculum. Using this model also ensures internal accountability among staff. Neighborhood Satisfaction and Parental Involvement By following the K-8 model, our neighborhood communities will have more options available to work within their schools. Families will be strengthened through lasting partnerships with neighborhood schools. This model will bolster community identity, and will continue to promote parental involvement through eighth grade. Safety issues will also benefit from using the higher grades students as peer mentors and safety patrols. Fewer Transitions Students in sixth through eighth grades will benefit because they will be housed in their elementary schools. There will be less transitions which in turn lead to more positive choices such as less attendance issues, school pride, leadership positions, and role models for the younger students at the school. Budget Considerations The district will save money through this option due to our large debt. It will revitalize Art, Music, and Physical Education, and will minimize teacher furloughs. Closing the middle school will allow for reduction in energy and maintenance costs.

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Program: Title I SIG (1003g) 11-12 Grant – School Level

Section: H. Description of Reform Plan: Closure

CLOSURE MODEL

Yes, this school will be using the Closure reform model. Complete each question in this section.

In this section of the SIG application, the required actions are listed for the Closure reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

H1. The LEA has a plan to enroll students in new higher-performing schools or LEAs.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (1 Year)* Format: #.##	Priority Goal These Actions Will Address
To	<ul style="list-style-type: none"> Decision by School board to close the Hannah Penn Middle School Redraw district lines to create an equitable distribution of 5th-8th grades into the neighborhood schools. Configure plans for low incidence population classes such as autistic support, emotional support, life skills, hearing impaired and multiple disabilities. Create a plan to distribute highly qualified teachers to appropriate buildings. Create a plan to distribute highly qualified instructional support staff to appropriate buildings. Create a plan to distribute student support personnel (counselors, nurses), and 				

successfully transition students, faculty, staff, and materials from Hannah Penn, a 5-8 Middle School to higher performing elementary school buildings which will be reconfigured as K-8 buildings.	<ul style="list-style-type: none"> non-instructional staff to appropriate buildings. • Move appropriate sized furniture including lockers to the current elementary school buildings. • Move portable technology to current elementary buildings. • Uninstall, and move end boards and projectors, to current elementary buildings and install accordingly. • Provide an act 80 day for planning distribution of middle school materials to elementary schools. • Distribute library materials equitably between the current elementary buildings. • Distribute text books based on new k-8 configuration student enrollment. • Pack and deliver classroom materials to appropriate buildings. • Provide packing materials including boxes, tape and labels. • Provide substitute coverage for teachers to pack instructional materials. 	Actions to be completed over the spring and summer of 2012. To be completed by August 1, 2012.	Quality control checklists	98657	1, 2
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H2. The LEA/school has an implementation plan to ensure a smooth school closure occurs by the beginning of the 2012-13 school year.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (1 Year)* Format: #.##	Priority Goal These Actions Will Address
	<ul style="list-style-type: none"> • Inform parents of proposed plan through robo-calls and written notices sent 				

Create smooth and positive transition form a middle school 5-8 building configuration to a K-8 building configuration.	home from the schools. • Publish proposed plan in local newspaper. • Weekly messages from the superintendents, via video conferences, for students on the positive points of the plan and addressing students' questions and concerns about the plan. • Hold conference calls with parents and superintendent. • Hold a school board hearing to present proposed plan to parents and give parents an opportunity to voice their opinions.	Calls, conferences and hearings initiated in April. Public hearing held on April 17, 2012	Informal surveys of parents and students. Sign in sheets.	36000	1, 2
Create smooth and positive transition form a middle school 5-8 building configuration to a K-8 building configuration.	Presentations of the new configuration will be given with opportunity to answer questions and concerns, followed by tours of the building.	End of April through June 2012	Sign in sheets, informal surveys of parents and students and community members	5000	1,2
Create smooth and positive transition form a middle school 5-8 building configuration to a K-8 building configuration.	Provide orientation for all transitioning (current) 5,6 and 7th grade students (6,7,8th grade for 12-13) at their new buildings. Includes tours of building, lunch, discussion with administration and teachers, and back to school supplies incentive pack with new school information and planner.	August 20-24, 2012	Sign in sheets; RSVPs	7500	1

Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 school year. Some examples of possible pre-implementation activities are: 1) community meetings to review school performance and discuss the reform model to be implemented; 2) communications between the school and parents regarding the school status, school choice options, social services, etc.

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For each required action outlined in the Description of Reform Plan section of the application, 3-year cost estimates were required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.

J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Category	Year	Number to be Purchased	Unit Cost Format: ###	Total Cost Calculated: ###	Description of Budgeted Item	Sustainability Plan
Materials & Supplies	Pre-Implementation	69	115	7935	100 boxes, tape, wrap for 64 classrooms and common areas; cafeteria, library, offices	N/A
Contracted Services	Pre-Implementation	69	188	12972	4 custodians/plant managers to close down building by classroom (64)-heating, water, electric, etc. (plus common areas - kitchen, library, offices)	N/A
Contracted Services	Pre-Implementation	192	140	26880	Substitutes for 3 days for each classroom teacher (64) to pack for move at \$140/day	N/A
Contracted Services	Pre-Implementation	30	1317	39510	Uninstall, transport, and Install end boards from middle school to K-8 building where classrooms are being moved. Includes labor, etc.	N/A
Contracted Services	Pre-Implementation	8	1420	11360	Eight movers for five days to move classrooms from middle school to K-8 building	N/A
Community and Parent Outreach	Pre-Implementation	2500	2	5000	Flyers/brochures about new K-8 model and transition activities	N/A
					Full page color ad in local newspaper,	

Community and Parent Outreach	Pre-Implementation	2	18000	36000	Sunday edition, detailing new K-8 model and informing students parents and community about transition. May be done as 4 1/2 page ads at \$9000 each	N/A
Other (specifics required below)	Pre-Implementation	3	2500	7500	Orientation for current 5,6,7 graders (2500 per grade) in August to their new buildings (to be 6,7,8 graders) - includes tours, lunch, school supplies, planners	N/A

Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

Other - orientation for students being transitioned from MS to K-8 buildings. Students will be distributed to three K-8 buildings in the district - Davis, Goode and Jackson. This orientation will serve to acclimate students and parents to the building and staff prior to the start of school. Not all current students at the middle school would have come from these neighborhood feeder schools because of the high transiency rate in the district.

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Program Year is currently: [2011 - 2012]

Program: Title I SIG (1003g) 11-12 Grant - School Level

Section: A. School Building and Funding Information

A1. District or Charter School Name (Maximum 50 Characters) School District of the City of York

A2. School Name (Maximum 50 Characters) William Penn Senior High School

A3. Grade span (Maximum 25 Characters) 9-12

Federal SIG requirements provide a funding range of \$50,000 to \$2,000,000 per building, per year to support school reform models.

SCHOOL CLOSURE MODEL MAXIMUM

Schools opting to implement the school closure model must budget and spend all funds during Year 1 of the grant. Funds may NOT be spent to provide instructional services to transferred students.

Examples of allowable costs that MAY be supported by SIG funds are 1) parent and community outreach (including press releases, newsletters and newspaper announcements), 2) transition services for parents and students, 3) orientation activities, and 4) costs for revisions to transportation routes, classroom assignments, etc., that exceed the amount of money normally spent on such activities due to the closure of the school.

TRANSFORMATION, TURNAROUND AND RESTART MODEL MAXIMUMS

A4. Schools choosing the transformation, turnaround and restart models will provide the following data for review to determine the appropriateness of the funding request.

	Building Enrollment (October 2011)	Low Income Percentage (Free & Reduced Lunch) Format: #.##	Building ESL Population	AYP Status (2011-12 School Year)
School Level Data	902	85.18	166	Corrective Action II

A5. Funds requested Year 1: 749110

A6. Funds requested Year 2: 516413

A7. Funds Requested Year 3: 416413

A8. Total Amount of Funds Requested: 1681936

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SIG eligible schools are identified based on student achievement, academic growth, graduation rate, AYP status and grade levels served. The methods used to identify eligible schools are intended to select schools most in need of reform. While this data analysis is sufficient for determining SIG eligibility, it does not provide sufficient information to make instructional and management decisions at the school level.

Your school story includes information from other data sources (academic, behavioral, other non-academic, etc.); changes in administration, governance structure and leadership; curriculum mapping, revision and development activities; implementation of new core instructional programs; staffing changes, recruiting efforts, incentives, supports and mentoring for new and/or struggling teachers; and professional development plans and initiatives.

B1. Provide specific, explanatory information regarding the 3-5 year history of the school to include the elements above as well as any school reform planning efforts to include data analysis, data review and root cause analysis, parent and community involvement in school reform efforts and any other relevant information to describe the school history and current school environment. (Maximum 25000 Characters)

William Penn Senior High School is requesting consideration for the School Improvement Grant for the 2012-2013 school year. We are seeking this funding to drastically change the academic and behavioral culture within the school. The students have adopted a culture of failure, practiced helplessness, as well as academic and personal destructive behaviors. These behaviors are evidenced and reflected through declining test scores, increased absenteeism, tardiness, and negative behaviors. In addition to the aforementioned behaviors, the number of classroom disturbances and defiance to authority has increased. At William Penn Senior High School, we believe that we can overcome these issues and effectively change the school culture by increasing the consistent use of research-based instructional practice, faculty collaboration, data-driven instruction through the use of technology, and a strong, consistent behavioral program. William Penn Senior High School is an urban 9-12 school located within the School District of the City of York in York, Pennsylvania. It currently houses 902 students. Of this number, 237 are classified special education, which is 26% of the total school population. The Specific Learning Disability represents the largest group with 144 students identified, which represents 16% of the total school population. Fifty-three students are classified as having Intellectual Disability and receive instruction in Life Skill Support classes. We also have two Multiple Disabilities classrooms and three Emotional Support classrooms. Our Hearing Impaired population is slowly declining. Currently, we have four students who are hearing impaired. There are twenty-three Special Education teachers in our building. William Penn Senior High School follows an inclusive model for Special Education service delivery. All of the core subjects are offered in a co-taught model for the learning support and emotional support students. Additionally, the students in the emotional support classes are provided with a Strategies class that works on both academic and behavior support. William Penn Senior High School has a high percentage of English Language Learners (ELL). In fact, there are 166 ELL students out of a total 902 students enrolled. This equates to 18% of the students being ELL students. There are four English Language Learner teachers who teach English to the ELL students, from Intro to English to a Bridging English class. One of those four teachers teaches Read 180 and System 44 to the ELL students. ELL is not currently a sub group, so they will be able to make AYP; however, we would like to continue to build this group academically for when they do become a subgroup, they will not be able to make AYP. William Penn Senior High School did not make AYP for the 2010-2011 school year. The school had 37% of its students meet Proficiency for Reading, which the students earned Safe Harbor with a Confidence Interval for. In Math, 25% of the students met Proficiency. Of the IEP subgroup, 12% scored Proficient or Advanced in Reading while 7% scored Proficient or Advanced in Math. A large population of the students with IEPs falls into the Below Basic category for both

Reading and Math. Of the 15 students who took the PASA for Reading and Math, 13.3% scored Advanced in math and 86.7% scored Proficient in math. In Reading, 26.7% scored Advanced and 73.3% scored Proficient. There were thirteen students who took the PSSA-M. There were no students who scored Advanced and only 7.7% of the students scored Proficient in Math. Furthermore, there were no students who scored Advanced on the Reading PSSA-M, however, 30.8% of the students did score Proficient. The students in the IEP subcategory are making progress, but not enough at this time to meet the mark. For the past five years, the School District of the City of York has been using Read 180. Read 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. Read 180 is proven to meet the needs of struggling readers whose reading achievement is below proficiency level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Prior to beginning the Read 180 program, students are given a pre-test to determine their reading level. The books should be no more than fifty points above their level or below their level. The software program that the students utilize is based on their reading level. Read 180 uses the Small-Group Rotations Model for instructional delivery. The class begins with whole-group instruction using the Read 180 instructional materials that focuses on instruction in reading, writing, and vocabulary to the whole class. The small group instruction uses the eBook and Resources for differentiated instruction. Teachers work closely with students to ensure individual needs can be met. The software allows students to work independently and provides them with intensive and individualized skills practice. During the modeled practice and independent reading rotation, students build comprehension by reading the Read 180 paperback books and audio books. The whole group wrap-up activity ends the session. On average, students gained two or three reading grade levels. Read 180 has proven to meet the needs of our ELL and Special Education student population. System 44 is a foundational reading and phonics program designed for our most challenged, struggling readers in Grades 3-12+. Many of these students lack motivation for reading as well as academics and have become disenfranchised from school as the result of years of academic failure. Intentionally metacognitively, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to "crack the code" and join the community of readers and provides educators with a comprehensive set of tools to meet these challenges: validated assessment for screening and placement, research-based phonics instruction and highly motivating and age-appropriate adaptive technology. This program is used for our students who are non-English speakers, beginning English speakers as well as students who receive instruction in the Life Skills Support Classroom. In order to assist with the Math deficiencies faced at William Penn Senior High School, a math coach was hired in February of 2010. The math coach provided instructional support to improve instructional strategies in the math program. He worked one-on-one with teachers and in small group presentations to ensure that best practices were being used in the Math classrooms. The math coach assisted with the design of instructional activities that addressed the deficiencies in Math and ensured that the educational needs of all students were met including the students with diverse learning needs. He collected data and shared it with all stakeholders. Academic performance problems were investigated and plans were devised to bring about solutions. However, due to furloughs and budget cuts, the Math Coach position at William Penn Senior High School was eliminated. Due to this unfortunate and unforeseen event, much of the work of the math coach had not come to fruition. In addition to the academic needs, William Penn Senior High School has evident behavioral needs. The number of office referrals during the 2009-2010 school year was at a high of 5,516 building-wide. Last year, in the 2010-2011 school year, we saw a decrease of referrals to 4,034. Currently, we are seeing yet another decrease, well over 10%, which calculates the decrease as of March 2012 of 2,054 referrals. The majority of our referrals are from classroom disturbances, while the remaining referrals are for class cuts, fighting, and electronic devices. From reviewing the data of the number of office referrals, these numbers indicate a need for interventions, support and education for all staff and students of our school. Parental involvement directly impacts a student's education and is very valuable for a school's success, as research has shown, therefore, in order to gain more parental involvement in their children's education, the William Penn Senior High School has partnered with the group Parent Advocates for Children (PAC). This organization is designed to work in tandem with our school to get more parents involved in the school and their child's education. PAC serves an excellent resource for parents to become more knowledgeable of ways to be involved with their child's academic performance, the school as well as the community. During the partnership between PAC and William Penn Senior High School, we hold ongoing Boys2Men Workshops and Breakfasts. A motivational speaker facilitates the workshops, which are attended by male students, fathers and male community members. Some of the topics included, "Missed Education-How Dropping Out Often Leads to Going In",

"Are You America's Next Top Role Model?" and "Mentoring Under the Influence of Success." PAC also hosts ongoing Mother-Daughter Workshops and Dinners. Similar to the Boys2Men, a motivational speaker is used to facilitate these workshops, which promote building high self-esteem in our female students and at the same time open up barriers of communication between mother and daughter. Among those that regularly attend are female members of the community, the Mayor of the City of York and female City Council members. In addition to the aforementioned ways of parental involvement, parents are involved in monthly PAC Book Club meetings held at the local library. Through the book clubs, parents are given a book to read and to come back and share their thoughts on the book and ways to improve certain situations which empowers, encourages, and infuses parents to stay involved with their child and their child's school. PAC believes that the book club promotes more family reading at home which will result in children becoming more familiar with reading as well as see an increased motivation toward reading and other academic areas. These are just some of the programs that our parents participate in, as PAC's focus is to provide more opportunities for the parent to be involved. PAC understands that sometimes in order to get the parent in the school, the student needs to participate as well. Therefore, with William Penn Senior High School being a partner with PAC, PAC relies heavily on our school to help fund the programs that involve the students, with the desired outcome to be an increase of student achievement. As we continue to seek opportunities for parental involvement, every year our high school provides an Open House where parents are able to come into the school to meet teachers and staff. This year, we held Parent Conferences in the fall; this provided an opportunity for parents to meet with their children's teachers early in the school year to begin to build a parent-teacher relationship, which would in turn strengthen the student-teacher relationship. During the spring, our high school offers a Parent Information Night for the parents of incoming students for the next academic school year. It is during this time the parents and students are able to view the facilities and learn about the opportunities available for both the students and parents. In addition to these activities, there is a night dedicated for the incoming freshmen only. The freshmen and their families also have the opportunity to tour the building, see the facilities, and learn about the potential opportunities that the 9th graders will have available to them as they matriculate through their high school career. Another opportunity that our high school offers to parents is evening GED courses. This definitely allows the student to see how parents are sharing in the educational experience by obtaining their GED. Although William Penn Senior High School has made progress with getting more parents involved, there is still a need for improvement and growth in the years to come. In the past five years, William Penn Senior High School has undergone a lot of changes in many areas ranging from the curriculum to the governance of it. Also, in the past five years, there have been three different administrators with their own philosophies, styles, and goals. Dr. Rawls worked on the structuring of the building and the curriculum. He made sure that the entire school was using and following a quality curriculum. Dr. Rawls also introduced the concept of pacing guides and common assessments for the core subjects. The common assessments were designed with a dual purpose: to collect the data about student achievement and to hold teachers accountable for implementing the curriculum. Another project that he started at William Penn was Project 720, a student-centered program that is results-focused, data informed and personalized in the delivery of services to students. When Dr. Rawls left, this practice was not continued with fidelity and the standards for Project 720 were dropped. From 2009 to the beginning of 2011 school years, Mrs. Kauffman conducted a needs assessment of the building using a variety of sources as well as the results of surveying the staff and the students. She analyzed the 4Sight tests, PSSA, and common assessment data. Mrs. Kauffman identified and prioritized the needs of the building and developed the strategic plan. The needs that were identified were bolstering literacy (including developing and modeling content specific open-ended questions and essays), improving student engagement by incorporating cooperative strategies in every classroom, developing and implementing formative assessment strategies in every classroom, and incorporating service learning projects to connect students to the surrounding community. For the first two years, the groundwork was put in place and the process was started to make the necessary changes. The teachers were given the proper training and the foundations were set. Reading programs, such as System 44 and Read 180, and behavioral support programs were expanded to address some of the problems affecting our students. However, the process was abruptly stopped when the district furloughed teachers, ten of which were from our school, William Penn Senior High School. As a result, we lost many strong teachers as well as the math coach. Our current principal, Mr. James, realized that although we, as a school, were making progress, however, it was not significant enough to make AYP. Therefore, he restructured the master schedule to create enrichment classes for all juniors (11th Graders) to provide last minute enrichment prior to taking the PSSA. Teachers were paired and worked with groups of ten students or less. The classes met three times a week for Math and twice a week for Reading. The enrichment classes ran from January to the first week of March. Although we did not make AYP, we saw progress in Reading by making the Safe Harbor target with and without the

Confidence Interval for every target except IEP and Latino/Hispanic. However, we did not see the progress in Math as we had hoped. For this school year, Mr. James restructured the master schedule so that every 10th and 11th grader received an enrichment course from the beginning of the school year. The high school administration worked with Performance Fact, an Educational Consultant Company, to establish the pacing guide entitled "Getting A Win." This guide enabled the teachers to use their student 4Sight data and align the state standards to their lesson plans. This allowed the teachers to reflect on their professional practices using the Four Pillars from Performance Fact. He also created a 9th Grade Academy and separated the floors into having a 10th Grade floor and an 11th/12th Grade floor. By structuring the building in this fashion, each assistant principal was assigned to a Grade level floor, which allowed for more targeted and intensive support in the areas of greater needs. The 9th Grade Academy has been operating on a different schedule in order to accommodate all of the supports that will be put in place for the students. One of the big components that have been implemented this year is the Bearcat Bold 8. Seniors have to complete 8 steps in order to walk the stage at graduation. Seniors have stated that the Bearcat Bold 8 has helped streamline their graduation requirements. As community service hours are a requirement of the Bearcat Bold 8, the seniors have an increased appreciation for their community and feel better about themselves as they are helping better their community for most of their younger siblings. As William Penn Senior High School continues to remain dedicated to educating and motivating students to achieve academic success, increase their character and appreciation for learning and serving their community, seeking opportunities to increase parental involvement, as well as optimize and equip the school with research-based strategies and programs to do obtain the goals set, we are met with the challenge of surpassing serious budgetary issues. For this upcoming 2012-2013 school year, we will yet again furlough teachers and staff. The bumping process is beginning and teachers with more seniority whose positions were cut are now bumping less senior teachers. We have lost many innovative thinkers who were willing to try new things and not hesitant to think out of the box. At this time, we are uncertain that we will be able to sustain the interventions that are already in place, let alone the ones that we are seeking to implement without school improvement funds. Without any additional funding, we understand that making any change in school culture will be extremely difficult. If we are going to affect change, it will have to be soon and one with great focus and intensity. The culture that is currently pulling our students into failure is quickly gaining momentum. It will take the cooperation of the government, parents, teachers and students to accomplish the feat, but it needs to be done or we will run the risk of losing a generation of more of our students.

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant – School Level****Section: C. Identified Needs and Annual Goals**

C1. SIG funds must be used to support the identified needs of the school beginning in the 2012-13 school year. Proper identification of student and teacher needs is a result of the implementation of a comprehensive, school-wide needs assessment. Provide a detailed explanation of the process used to identify needs. Information MUST be provided in the following areas, at a minimum: data, analysis and identification and prioritization of needs. (Maximum 25000 Characters)

It is great understanding that without additional funding, making any change in school culture will be extremely difficult. However, if we are going to affect change it will have to be soon and done with great focus and intensity. The culture that is currently pulling our students into failure is quickly gaining momentum. It will take the cooperation of the government, parents, teachers and students to accomplish the feat, but it needs to be done or we will run the risk of losing a generation of more of our students. William Penn Senior High School has a current "Getting Results" plan that is on file with the Pennsylvania Department of Education. The plan was collaboratively completed by the school leadership team, Intermediate Unit 12 and central administration. The plan currently states that our needs were identified and prioritized as the following: 1) The school staff does not regularly use standards-aligned assessments to monitor student achievement and adjust instructional practices. 2) Struggling students are not identified early and are not supported by an intervention system with procedures for monitoring effectiveness and 3) Teachers and administrators do not meet regularly enough to reflect on the progress of students learning using multiple data sources and professional practices. Our first goal is to use standards-aligned assessments to monitor student achievement and adjust instructional practices. We intend to do that with being more diligent in using Standards-Aligned System (SAS) as well as Penn Literacy Network (PLN). The Standards-Aligned System can be found on the PDE website and includes the Common Core standards, which is where the state of Pennsylvania is moving towards. Teachers can find and utilize a variety of information on the SAS website from lesson plans to assessments and other instructional resources that are all aligned to the state standards. The Penn Literacy Network, offered through the University of Pennsylvania, offers credit-bearing courses where participants learn through hands-on literacy experiences that model concepts and strategies to be applied in their classrooms. It also engages teachers in critical reading of challenging text, writing and conversations with their peers to model how they should use it in their classrooms to drive instruction in order to maximize student achievement. Our second goal is to identify struggling students earlier and monitor their progress. Our students take the 4Sight tests, Study Island benchmarks, CDT's, and Common Assessments. We track our data in Performance Plus, a district-wide data tracking system for data on each student. By utilizing Compelling Conversations with teachers and administrators, which are data specific conversations about student achievement, teachers will be able to identify academic goals based from their students' areas of need and establish interventions to demonstrate at least one academic year of growth. Lastly, our third goal is for teachers and administrators to meet more regularly to reflect on student progress. The past two years, the teachers and administrators only met 4 times a year to discuss student progress during Compelling Conversations. During the 2011-2012 school year, the 9th Grade Academy teachers met with their administrator daily to discuss student progress using data and it has proven to be effective. Our plan for the upcoming 2012-2013 school year is to incorporate these teacher-administrator data meetings into all grade levels to meet at a minimum of two times a week to discuss student progress using data. This will lead to the entire building being focused and up-to-date with the latest research-based strategies on increasing student achievement by intervening early enough to remediate and support our students' needs.

C2. The PA Department of Education has developed a process for implementing an effective needs assessment called Getting Results Continuous Improvement Plan. If this process was used and the school has an approved plan for the 2011-12 school year on file at PDE, the only information required in this section is a list of the prioritized needs identified for the school.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Priority Goal #	Need	Annual Goal
1	The school staff doesn't regularly use standards-aligned assessments to monitor student achievement and adjust instructional practices	Use a standards-aligned system to monitor student achievement and adjust Instructional practices
2	Struggling students are not identified early and are not supported by an intervention	We will use different data sources to identify struggling students from our data tracking system and provide

	system with procedures for monitoring effectiveness	research based interventions effectively
3	Teachers and administrators do not meet regularly enough to reflect enough to reflect on the progress of students learning using multiple data sources and professional practices.	The teachers and administrators will meet at least two times a week to review data and professional practices.

When providing prioritized needs, each need should be numbered (1, 2, 3) so that prioritized needs can be easily linked to goals, activities and evaluations throughout the entire application.

C3. Given the current achievement data for the school and the identified needs, provide a summary of the annual PSSA goals established.

(Optional) (Maximum 5000 Characters)

Based on PSSA data, the 4 year cohort and given the degree of transiency, we are putting interventions in place to ensure our students' success. We'll provide professional development literacy, Ramp Up to Literacy, and the use of data to drive instruction. We will collect data using progress monitoring, common and formative assessments. We will monitor the progress through compelling conversations, PLN data, iLit data, and the use of Performance Plus. We also want to change the culture of the building to a positive culture more conducive to learning.

C4. Complete the chart giving PSSA percentages for the 2010-11 school year.

	Current PSSA Math Data - % Below Basic Format: #.#%	Current PSSA Math Data - % Basic Format: #.#%	Current PSSA Math Data - % Proficient Format: #.#%	Current PSSA Math Data - % Advanced Format: #.#%	Current PSSA Reading Data - % Below Basic Format: #.#%	Current PSSA Reading Data - % Basic Format: #.#%	Current PSSA Reading Data - % Proficient Format: #.#%	Current PSSA Reading Data - % Advanced Format: #.#%
All Students	59	15	14	11	47	16	26	10
White non-Hispanic	42	20	18	20	29	16	36	20
Black/African American non-Hispanic	60	16	17	7	43	20	29	8
Latino/Hispanic	70	12	9	9	65	12	16	7
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	79	14	5	2	76	12	10	2
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	62	14	14	10	49	15	25	10

C5. Complete the chart giving PSSA percentage goals for Year 1 of this grant (2012-13).

	Year 1 PSSA Math Goal - % Below Basic Format: #.#%	Year 1 PSSA Math Goal - % Basic Format: #.#%	Year 1 PSSA Math Goal - % Proficient Format: #.#%	Year 1 PSSA Math Goal - % Advanced Format: #.#%	Year 1 PSSA Reading Goal - % Below Basic Format: #.#%	Year 1 PSSA Reading Goal - % Basic Format: #.#%	Year 1 PSSA Reading Goal - % Proficient Format: #.#%	Year 1 Reading Goal - % Advanced Format: #.#%
All Students	49	15	26	15	43	10	38	14
White non-Hispanic	37	15	29	25	25	10	47	25
Black/African American non-Hispanic	50	16	29	11	39	14	41	12
Latino-Hispanic	60	12	21	13	60	7	28	11
Asian/Pacific Islander	0	0	0	0	0	0	0	0

American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	74	9	18	5	70	8	22	6
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	54	12	27	13	44	10	37	14

C6. Complete the chart giving PSSA percentage goals for Year 2 of this grant (2013-14).

	Year 2 PSSA Math Goal - % Below Basic Format: ###	Year 2 PSSA Math Goal - % Basic Format: ###	Year 2 PSSA Math Goal - % Proficient Format: ###	Year 2 PSSA Math Goal - % Advanced Format: ###	Year 2 PSSA Reading Goal - % Below Basic Format: ###	Year 2 PSSA Reading Goal - % Basic Format: ###	Year 2 PSSA Reading Goal - % Proficient Format: ###	Year 2 PSSA Reading Goal - % Advanced Format: ###
All Students	44	10	34	22	39	4	46	22
White non-Hispanic	32	10	37	33	19	4	55	33
Black/African American non-Hispanic	44	12	37	19	34	9	49	20
Latino/Hispanic	54	8	29	21	53	4	36	19
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-Racial/ethnic	0	0	0	0	0	0	0	0
IEP - Special Education	69	4	24	10	64	4	36	14
English Language Learners	0	0	0	0	0	0	0	0
Economically Disadvantaged	49	7	35	21	39	5	45	22

C7. Complete the chart giving PSSA percentage goals for Year 3 of this grant (2014-15).

	Year 3 PSSA Math Goal - % Below Basic Format: ###	Year 3 PSSA Math Goal - % Basic Format: ###	Year 3 PSSA Math Goal - % Proficient Format: ###	Year 3 PSSA Math Goal - % Advanced Format: ###	Year 3 PSSA Reading Goal - % Below Basic Format: ###	Year 3 PSSA Reading Goal - % Basic Format: ###	Year 3 PSSA Reading Goal - % Proficient Format: ###	Year 3 PSSA Reading Goal - % Advanced Format: ###
All Students	40	4	42	30	35	4	54	30
White non-Hispanic	28	4	45	41	15	4	63	41
Black/African American non-Hispanic	39	7	45	27	30	9	57	28
Latino/Hispanic	49	3	37	29	50	3	44	27
Asian/Pacific Islander	0	0	0	0	0	0	0	0
American Indian/Native American	0	0	0	0	0	0	0	0
Multi-racial/ethnic	0	0	0	0	0	0	0	0
IEP-Special Education	62	1	32	18	60	4	44	22
English Language Learners	0	0	0	0	0	0	0	0

Economically Disadvantaged	44	2	43	29	35	5	53	30
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Title I School Improvement

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Program Year is currently: [2011 - 2012]**Program: Title I SIG (1003g) 11-12 Grant – School Level****Section: D. Selection of Model**

Tier I and Tier II schools must choose to implement one of four required interventions in the 2012-13 school year. The LEA must adequately support the intervention selected by the school. (LEAs that have 9 or more Tier I and Tier II schools may not implement the transformation model in more than 50% of those schools.) Tier III schools that choose to implement one of the four reform models must complete the section for that model.

D1. Reform model to be implemented in this school:

- ☒ Transformation
- ☐ Turnaround
- ☐ Restart
- ☐ Closure

D2. Provide a brief summary of the process used to select one of the four reform models and explain why the model chosen is the best option for meeting the needs of the school. (Maximum 15000 Characters)

William Penn Senior High School must follow the transformation model as it was the only option for the following reasons: Building closure was not an option, as our school is the sole high school within the School District of the City of York; Closing and Reopening the school as a charter school, or under the direction of a management company was not Board approved; Due to the collective bargaining agreement between the district and York City Education Association, the Turn-Around model was not possible because of the inability to discharge up to 50% of the staff as required. The Transformation model permits William Penn Senior High School to continue to move forward with many of the initiatives already in place for the betterment of our students and their academic success. Some of these initiatives include, but are not limited to: embedded professional development; implementation of the cycle of effective instruction; incorporation of cooperative grouping and learning strategies, literacy skills and increased technology. Additional funding will allow us to meet the critical social, emotional, and behavioral needs of our students, which have not been sufficiently addressed. Furthermore, the additional funding will enable us to expand our school hours to meet the needs of the surrounding community. Currently, our student enrollment is 902 students for the 2011-2012 school year. Of this number, 237 students are classified special education, which is 26% of the total school population. The largest group is Specific Learning Disability with a total of 144 students identified, 16% of the total school population. Fifty-three students are classified as having intellectual disabilities and receive instruction in Life Skill Support classes. We have two Multiple Disabilities classrooms and three Emotional Support classes. Our Hearing Impaired population is slowly declining. Currently, we have four students who are hearing impaired. There are twenty-three special education teachers within the building. William Penn follows an inclusive model for special education service delivery. All students who receive learning support services receive their instruction in the regular education class for science and social studies using the co-teaching model. There are replacement classes for English and Math for the students with lower functioning abilities. Co-taught classes are also available for English and Math. The Emotional Support Classes push out for the core subjects. The students in the emotional support classes are provided with a strategies class that works on both academic skills and behaviors. The students in the Life Skills classes receive instruction in the regular education classroom for their electives and the Multiple Disabilities Support Classrooms are self-contained. Students with lower cognitive abilities are able to take the PASA and many have scored Proficient or higher. The same can be said for the PSSA-M, which is an option for students with IEPs. With the implementation of this new test, there has been growth in scores of students with disabilities. However, given that only 2% of the building's population can take the PASA and 2% can take the PSSA-M, there are a number of students who are unable score Proficient or above on the PSSA due to their cognitive abilities and identified needs. William Penn Senior High School has a high percentage of English Language Learners. In fact, 18% of the total enrolled students are ELL students. There

are four English Language Learner teachers who teach the English classes to the ELL from Intro to English to a Bridging English class. One of those teachers also teaches Read 180 and System 44. ELL is not currently a sub group, however, we would like to continue strengthening this group academically for when they do become a subgroup, so this group will be able to make AYP. William Penn High School did not make AYP for the 2010-2011 school year. The school had 37% of the students meet Proficiency for Reading and 25% met Proficiency for Math. Of the IEP subgroup only 12% scored Proficient in Reading and 7% scored Proficient in Math. A large population of the students with IEPs falls into the Below Basic category for Reading and Math. Of the fifteen students who took the PASA for Reading and Math, 100% scored Advanced and/or Proficient in Reading and 100% scored Advanced and/or Proficient in Math. Of the thirteen tests scored in the PSSA-M for math, 7.7% scored Proficient and 30.8% scored Proficient in Reading. The students in the IEP subcategory are making progress but not enough at this time to meet the mark. For the past five years, the School District of the City of York has been using Read 180. Read 180 is an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. Read 180 is proven to meet the needs of struggling readers whose reading achievement is below proficiency level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. Prior to beginning the Read 180 program, students are given a pre-test to determine their reading level. The books should be no more than fifty points above their level or below their level. The software program that the students utilize is based on their reading level. Read 180 uses the Small-Group Rotations Model for instructional delivery. The class begins with whole-group instruction using the Read 180 instructional materials that focuses on instruction in reading, writing, and vocabulary to the whole class. The small group instruction uses the eBook and Resources for differentiated instruction. Teachers work closely with students to ensure individual needs can be met. The software allows students to work independently and provides them with intensive and individualized skills practice. During the modeled practice and independent reading rotation, students build comprehension by reading the Read 180 paperback books and audio books. The whole group wrap-up activity ends the session. On average, students gained two or three reading grade levels. Read 180 has proven to meet the needs of our ELL and Special Education student population. System 44 is a foundational reading and phonics program designed for our most challenged, struggling readers in Grades 3-12+. Many of these students lack motivation for reading as well as academics and have become disenfranchised from school as the result of years of academic failure. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to "crack the code" and join the community of readers and provides educators with a comprehensive set of tools to meet these challenges: validated assessment for screening and placement, research-based phonics instruction and highly motivating and age-appropriate adaptive technology. This program is used for our students who are non-English speakers, beginning English speakers as well as students who receive instruction in the Life Skills Support Classroom. In order to assist with the Math deficiencies faced at William Penn Senior High School, a math coach was hired in February of 2010. The math coach provided instructional support to improve instructional strategies in the math program. He worked one-on-one with teachers and in small group presentations to ensure that best practices were being used in the Math classrooms. The math coach assisted with the design of instructional activities that addressed the deficiencies in Math and ensured that the educational needs of all students were met including the students with diverse learning needs. He collected data and shared it with all stakeholders. Academic performance problems were investigated and plans were devised to bring about solutions. However, due to furloughs and budget cuts, the Math Coach position at the William Penn Senior High School was eliminated. Due to this unfortunate and unforeseen event, much of the work of the math coach had not come to fruition. In addition to the academic needs, William Penn Senior High School has evident behavioral needs. The number of office referrals during the 2009-2010 school year was at a high of 5,516 building-wide. Last year, in the 2010-2011 school year, we saw a decrease of referrals to 4,034. Currently, we are seeing yet another decrease, well over 10%, which calculates the decrease as of March 2012 of 2,054 referrals. The majority of our referrals are from classroom disturbances, while the remaining referrals are for class cuts, fighting, and electronic devices. From reviewing the data of the number of office referrals, these numbers indicate a need for interventions, support and education for all staff and students of our school. Academic and behavioral needs also stem from a lack of parental involvement in their children's education. The high school has partnered with the Parent Advocates for Children (PAC). This organization is designed to work in tandem with the high school to get more parents involved in the school and in their child's education. It is a resource for parents. PAC has held so far this school year a Boyz2Men Mentoring Breakfast, a Mother-Daughter Tea and a Free Application for

Federal Student Aid (FAFSA) night for college bound students as well as parents. Every year, our school provides an Open House where parents are able to come into the school to meet teachers and staff. This year, we held Parent Conferences in the fall; this provided an opportunity for parents to meet with their children's teachers early in the school year to begin to build a parent-teacher relationship, which would in turn strengthen the student-teacher relationship. During the spring, our high school offers a Parent Information Night for the parents of incoming students for the next academic school year. It is during this time the parents and students are able to view the facilities and learn about the opportunities available for both the students and parents. In addition to these activities, there is a night dedicated for the incoming freshmen only. The freshmen and their families also have the opportunity to tour the building, see the facilities, and learn about the potential opportunities that the 9th graders will have available to them as they matriculate through their high school career. Another opportunity that our high school offers to parents is evening GED courses. This definitely allows the student to see how parents are sharing in the educational experience by obtaining their GED. Although William Penn Senior High School has made progress with getting more parents involved, there is still a need for improvement and growth in the years to come.

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Title I School Improvement

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CommentSystem will time out at: 1:32:27 PM. Remaining time: **Program Year is currently: [2011 - 2012]****Program: Title I SIG (1003g) 11-12 Grant - School Level****Section: E. Description of Reform Plan: Transformation****Transformation Model**

Yes, this school will be using the Transformation reform model. Fill out each question in this section.

In this section of the SIG application, the required actions are listed for the Transformation reform model. For each requirement, the following must be provided: Goal, Action(s) to be taken, Anticipated date for implementation and completion, Method of Evaluation, Estimated 3-year cost, and the Priority goal these actions will address.

E1. Replace the principal who led the school prior to the commencement of the transformation model. (If the principal was replaced in the 2009-10 year or after as part of a reform effort, the principal does NOT need to be replaced. The circumstances of the principal replacement must be explained within the SIG application.) New principal must be in place for the start of the 2012-13 school year.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address
Hire principal to lead reform effort to improve school achievement.	Hired principal during 2010-2011 school year.	Completed spring 2011	Principal evaluation tool developed by school district until replaced by PDE tool. Increase in student performance on PSSA	0 1,3	

E2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that 1) take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2) are designed and developed with teacher and principal involvement.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
50% of teaching,	Staff members will be evaluated using the PA department of Education approved evaluation system based on the work of Charlotte Danielson. Conduct		Teacher observations and Classroom walk-throughs		

counseling and administrative staff will increase knowledge and understanding of the District's Evaluation Model	professional development activities around the evaluation system. Members of the York City Education Association (YCEA) will volunteer to be apart of this evaluation tool. Administrators will conduct pre and post conferences to reflect and improve Instructional strategies. Administrators will also conduct walk-throughs.	September 2012- June 2015	Conducted by site administration and central office administration. Individual teacher growth plans and administrators personal documentation of walk-throughs.	0	1,2,3
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E3. Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.##	Priority Goal These Actions Will Address
50% of teachers will participate in Professional Development (PLN) that is scheduled outside the regular school hours to show gains in planning, preparation, professionalism, and instruction	Teachers will receive free graduate credits and/or receive state Act 48 hours for participating and successfully completing in professional development.	September 2012- June 2015	Sign in sheets Transcripts Act 48 hours	1000	1,2,3
100% of teachers will participate in job-embedded PD to show gains in planning, preparation, professionalism, and instruction	Teachers will receive recognition, prizes and refreshments for participation	September 2012- June 2015	Sign in sheets	24000	1,2,3
16% of students scoring Basic and Below Basic will move into the Proficient and Advanced level on the PSSA Math each year	Professional Development will increase the quality of Instruction. Students will receive prizes and awards based on improved academic grades and/or benchmark tests.	September 2012- June 2015	Sign in sheets; Report Cards; Performance Plus	30000	1,2,3
10% of students scoring Proficient will move into the	Professional Development will be provided will	September 2012-	Sign In sheets;		

Advanced level on the PSSA in Reading each year	increase the quality of instruction as reported from the PLN	June 2015	PSSA Reading Scores	37000	1,2,3
10% of students scoring Proficient will move into the Advanced level on the PSSA in Math each year	Professional Development will be provided will increase the quality of instruction as reported from the PLN	September 2012-June 2015	Sign in Sheets; PSSA Math scores	37000	1,2,3
16% of students scoring Basic and Below Basic will move into the Proficient and Advanced level on the PSSA Reading each year	Professional Development will increase the quality of instruction. Students will receive prizes and awards based on improved academic grades and/or benchmark tests.	September 2012-June 2015	Sign in sheets; Report Cards; Performance Plus	30000	1,2,3

E4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have capacity to successfully implement reform school strategies.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #,##	Priority Goal These Actions Will Address
50% of students performing below proficient levels on the reading Fall Study Island Benchmark testing will show academic gains of 1/2 a proficiency level or more on Spring testing	Identify and provide Professional Development from the University of Penn to implement research based, standards-aligned instructional strategies for Reading and Behavior. Identify and provide ongoing and sustain Professional Development based on priority needs (Penn Literacy Network-PLN) Instructional Coaches will instruct, support, and reinforce strategies learned through professional development. Teachers will use the provided professional development on strategies of effective student engagement. Teachers will be required to have an individual	September 2012-June 2015	Study Island benchmark scores; Performance Plus data	30000	1,2,3

	conference with each student immediately following the release of the testing results.				
50% of students reading below grade level on the pretest will improve by one grade level using the iLit Ramp Up Literacy Program by the post test.	Identify and provide Professional Development from Pearson to implement research based, standards-aligned instructional strategies for Reading. Identify and provide ongoing and sustain Professional Development based on priority needs. Instructional Coaches will instruct, support, and reinforce strategies learned through professional development. Teachers will use the provided professional development on strategies of effective student engagement. Teachers will adjust reading levels of the students through ongoing assessments using real-time data.	September 2012-June 2015	Ramp Up Literacy Assessment Scores; Performance Plus data	600000	1,2,3
50% of students performing below proficient levels on the math 4 Sight Benchmark testing will show academic gains of 1/2 of proficiency level or more on Spring testing	Provide Professional Development from Texas Instrument to implement research based, standards-aligned instructional strategies for Math and Science using graphing calculators. Instructional Coaches will instruct, support, and reinforce strategies learned through professional development. Teachers will use the provided professional development on strategies of effective student engagement.	September 2012-June 2015	4Sight Benchmark scores; Performance Plus data	250740	1,2,3

E5. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Date For Implementation	Method of Evaluation	Estimated Costs (3 Years)*	Priority Goal These
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		and Completion		Format: #.#	Actions Will Address
75% of the staff will successfully complete the PLN professional development class and will receive the reward.	Strategies for recruitment of teachers to participate in PLN classes will include signs posted in teacher lounges, agenda items during department meetings. Provide graduate level classes at no cost to our staff which is a financial incentive per our collective bargaining agreement. The PLN class will also allow for career growth.	September 2012- June 2015	Teachers complete the graduate level class and will receive the 4.5 graduate credit for PLN. Sign in sheets and external provider data-monthly monitoring meetings by PLN staff coaches in the classroom;	166500	1,2,3
Individuals on the School Improvement team who participate in 80% of the meetings and trainings will receive a stipend	School Improvement team will hold monthly scheduled meetings to plan, facilitate, and manage implementation. A stipend will be provided in addition to their salary.	September 2012- June 2015	Meeting agendas; sign-in sheets, meeting minutes	60000	1,2,3

E6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates for Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #.#	Priority Goal These Actions Will Address
Decrease students incidence of nonviolent behavior (class disturbance, class cut, tardy to class, dress code) by 10% as a result of instructional strategy changes in the classroom	Identify and provide Professional from the University of Pennsylvania to Implement research-based, standards-aligned Instructional strategies for Reading and Math. Identify and provide ongoing Professional Development based on priority needs (Penn Literacy Network-PLN). Instructional coaches will instruct, support, reinforce strategies learned through Professional Development Teachers Implement strategies in their classrooms learned	September 2012- June 2015	eSchools Data	166500	1,2,3

	in their professional development.				
Decrease the number of students tardy from school each day by 10%	Identify and provide Professional from the University of Pennsylvania to implement research-based, standards-aligned instructional strategies for Reading and Math. Identify and provide ongoing Professional Development based on priority needs (Penn Literacy Network-PLN). Instructional coaches will instruct, support, reinforce strategies learned through Professional Development Teachers implement strategies in their classrooms learned in their professional development.	September 2012-June 2015	eSchools Data	166500	1,2,3
50% of students performing below proficient levels on the Math Fall Study Island Benchmark testing will show academic gains of 1/2 a proficiency level or more on Spring testing	Identify and provide Professional from the University of Pennsylvania to implement research-based, standards-aligned instructional strategies for Reading and Math. Identify and provide ongoing Professional Development based on priority needs (Penn Literacy Network-PLN). Instructional coaches will instruct, support, reinforce strategies learned through Professional Development Teachers implement strategies in their classrooms learned in their professional development.	September 2012-June 2015	eSchools Data	166500	1,2,3
50% of students performing below proficient levels on the Reading Fall	Identify and provide Professional from the University of Pennsylvania to implement research-based, standards-aligned instructional strategies for Reading and Math. Identify and provide ongoing Professional				

Study Island Benchmark testing will show academic gains of 1/2 a proficiency level or more on Spring testing	Development based on priority needs (Penn Literacy Network-PLN). Instructional coaches will instruct, support, reinforce strategies learned through Professional Development Teachers Implement strategies in their classrooms learned in their professional development.	September 2012-June 2015	eSchools Data	166500	1,2,3
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E7. Promote the continuous use of student data (such as from formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #,###	Priority Goal These Actions Will Address
16% of students scoring Basic and Below Basic will move into the Proficient and Advanced level on the PSSA Reading each year	Identify and provide professional development from the University of Pennsylvania and Pearson for language arts teachers/social studies and related arts teachers to implement research-based, standards-aligned instructional strategies for Reading. Provide bi-monthly ongoing professional development based on horizontally and vertically aligned priority needs through the Penn Literacy Network (PLN). Instructional Coaches will instruct, support, and reinforce strategies learned through professional development. Teachers will use the provided professional development on strategies of effective student engagement.	September 2012-June 2015	Professional development records; sign-in sheets; Professional Development plan; PSSA results; lesson plans; external provider data-monthly mentoring by PLN staff; Performance Plus Data	499500	1,2,3
	Identify and provide professional development from				

16% of students scoring Basic and Below Basic will move into the Proficient and Advanced level on the PSSA Math each year	the University of Pennsylvania and Pearson for language arts teachers/social studies and related arts teachers to implement research-based, standards-aligned instructional strategies for Reading. Provide bi-monthly ongoing professional development based on horizontally and vertically aligned priority needs through the Penn Literacy Network (PLN). Instructional Coaches will instruct, support, and reinforce strategies learned through professional development. Teachers will use the provided professional development on strategies of effective student engagement.	September 2012-June 2015	Professional development records; sign-in sheets; Professional Development plan; PSSA results; lesson plans; external provider data-monthly mentoring by PLN staff; Performance Plus Data	0	1,2,3
60% of teachers will successfully complete and implement Professional Development learning as measured by observing the usage of PLN strategies through classroom observations.	Identify and provide professional development from the University of Pennsylvania and Pearson for language arts teachers/social studies and related arts teachers to implement research-based, standards-aligned instructional strategies for Reading. Provide bi-monthly ongoing professional development based on horizontally and vertically aligned priority needs through the Penn Literacy Network (PLN). Instructional Coaches will instruct, support, and reinforce strategies learned through professional development. Teachers will use the provided	September 2012-June 2015	Professional development records; sign-in sheets; Professional Development plan; PSSA results; lesson plans; external provider data-monthly mentoring by PLN staff; Performance Plus Data	166500	1,2,3

	professional development on strategies of effective student engagement.				
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E8. Establish schedules and strategies that provide increased learning time.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Cost (3 Years)* Format: #,###	Priority Goal These Actions Will Address
Increase learning time by 10,800 minutes per student by including directed online tutoring after school.	A tutoring program will be developed that will include an additional hour of remediation after school. This could provide each student with an additional 10,800 minutes of remediation/instructional time each year	September 2012-June 2015	Time is logged in the student's individual "Study Island" account	30000	1,2,3
Increase learning time by 46 hours per students by including directed online tutoring and/or direct teaching on Saturdays.	A tutoring program will be developed that will include an additional two hours of remediation on Saturdays. This could provide each student with an additional 46 hours of remediation/instructional time each year.	September 2012-June 2015	Time is logged in the student's individual "Study Island" account and/or sign in sheets	30000	1,2,3

E9. Provide ongoing mechanisms for family and community engagement.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #,###	Priority Goal These Actions Will Address
Increase parental and family participation by 50% to all student activities and school functions	Student recognition nights; a celebration event happening 5 times a year to recognize the academic and sports achievement, attendance improvement and increase scores in district benchmark testing. Desserts will be served. Local speakers from various organizations will highlight programs designed to help	September 2012-June 2015	Sign-in sheets from open house; agendas; student recognition nights; school wide grade level parent meetings;	30000	1,2,3

	community members. Use of drawing and give-aways at all. School related events to promote participation.				
Creation of a monthly student newsletter highlighting students, their achievements, and the events happening at the school.	Creation of a monthly newsletter both hard copy and online version highlighting student achievement and the events happening at the school.	September 2012-June 2015	Student Newsletters	27000	1,2,3

E10. Give the school sufficient operational flexibility (such as staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improving student achievement outcomes and increase high school graduation rates.

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.###	Priority Goal These Actions Will Address
Design and construct a daily schedule to meet the educational needs of William Penn Senior High School students	Staff, administration and the Union will work as a leadership team to design an a daily schedule	September 2012-June 2015	sign-in sheets	3000	1,2,3
Instructional coaches will be hired in each core area to reinforce the strategies from Professional Development and to aid teachers in instruction	Hire the instructional coach for Reading	September 2012-June 2015	Pennsylvania Department of Education approved evaluation system based on the work of Charlotte Danielson	300000	1,2,3
Instructional coaches will be hired in each core area to reinforce the strategies from Professional Development and to aid teachers in instruction	Hire the instructional coach for Math	September 2012-June 2015	Pennsylvania Department of Education approved evaluation system based on the work of Charlotte Danielson	300000	1,2,3

E11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a turnaround organization or an EMO).

(Optional)

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Goal	Action(s) To Be Taken	Anticipated Dates of Implementation and Completion	Method of Evaluation	Estimated Costs (3 Years)* Format: #.##	Priority Goal These Actions Will Address

Increase by 50% the education use of computers by students in the classroom setting	The School District of the City of York Technology Department will provide ongoing technology support. Laptops and Computer Lab schedules will be coordinated by assistant principals on each floor.	September 2012-June 2015	Installation of technology equipment. Receiving the laptop storage carts; sign-in sheets; communication logs with the IT department	250000	1,2,3
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*** Costs can include pre-implementation activities to prepare for the implementation of the reform model at the beginning of the 2012-13 school year. Some examples of possible pre-implementation activities are:**

Community meetings to review school performance and discuss the reform model to be implemented; communications between the school and parents regarding the school status, school choice options, social services, etc; recruitment and selection of principals and new instructional staff; remediation and enrichment to students involved in the implementation of a reform model; identification and purchase of instructional materials to be used;

Instructional planning sessions to review data and develop curriculum; training necessary to implement new or revised instructional programs and strategies; and development and piloting of data systems to be used in connection with the reform program.

This school is a Tier I or Tier II participating Title I school that does not meet the 40% poverty eligibility threshold and is applying for a waiver to implement a schoolwide program.

(Optional)

Schools choosing the Transformation mode must be prepared to pilot a teacher and teacher evaluation plan that takes into account data on student growth as a significant factor.

(Optional)

This school will not be prepared to pilot a teacher and principal evaluation plan that takes into account data on student growth as a significant factor for the 12-13 school year but will agree to take part in the Phase III Pilot of the state teacher/principal evaluation plan.

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Title I School Improvement

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CommentSystem will time out at: 1:32:46 PM. Remaining time: **Program Year is currently: [2011 - 2012]****Program: Title I SIG (1003g) 11-12 Grant - School Level****Section: J. School Level Budget Information**

For each required action outlined in the Description of Reform Plan section of the application, 3-year cost estimates were required. Provide a breakdown of each of these estimated costs below. Breakdowns must be by category, by year and by unit and a description must be provided. A description of the plan for sustainability is also required for each budgeted item.

J1. Estimated 3-year Cost: Amount entered in this section of the application should equal the total amount estimated in the Description of Reform Plan section.

Add new data by entering the fields, then clicking the ADD button at the end of the row on the right.

Category	Year	Number to be Purchased	Unit Cost Format: ###	Total Cost Calculated: ###	Description of Budgeted Item	Sustainability Plan
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Materials & Supplies	Year 1	1	8000	8000	Incentives to help promote professional growth and development	Program needs will remain after year three through available general funds.
Staff	Year 1	1	10000	10000	After School Tutor	Staffing will remain after year three through available general funds.
Staff	Year 1	1	100000	100000	English Instructional Coach	Staffing will remain after year three through available general funds
Staff	Year 1	1	100000	100000	Math Instructional Coach	Staffing will remain after year three through available general funds
Computer Equipment	Year 1	2	69075	138150	Computer Reading Learning System-ILit	One time Material Purchase and general funds to pay for site licence after year three.
Computer Equipment	Year 1	1	10000	10000	Computer Learning System: Study Island	One-time Material Purchase
Materials & Supplies	Year 1	1	10000	10000	Community Outreach Initiative	Program needs will remain after year three through available general funds

Materials & Supplies	Year 1	1	10000	10000	Student incentives: prizes and awards	Program needs will remain after year three through available general funds
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-Time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 1	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Materials & Supplies	Year 1	1	10000	10000	Student incentives: prizes and awards	Program needs will remain after year three through available general funds
Materials & Supplies	Year 1	1	10000	10000	Student incentives: prizes and awards	Program needs will remain after year three through available general funds
					Incentive	

Staff	Year 1	12	2000	24000	stipend for committing time and energy on the School Improvement Team	Staffing will remain after year three through available general funds.
Materials & Supplies	Year 1	9	1000	9000	Student monthly newsletter in print and online	Program needs will remain after year three through available general funds.
Computer Equipment	Year 1	1	50000	50000	Computer system updates	Services will remain after year three through available general funds
Staff	Year 1	1	10000	10000	Saturday School Tutor	Staffing will remain after year three through available general funds
Professional Development	Year 1	1	11490	11490	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	11490	11490	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	11490	11490	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Materials & Supplies	Year 1	90	1016	91440	84+ Graphing Calculators that students can use independently or collaboratively (Lots of 10)	One-Time Material Purchase
Materials & Supplies	Year 2	1	1016	1016	84+ Graphing Calculators that students can use independently or collaboratively (Lots of 10)	One-Time Material Purchase Replacements
Materials & Supplies	Year 3	1	1016	1016	84+ Graphing Calculators that students can use independently or collaboratively (Lots of 10)	One-Time Material Purchase Replacements
Materials & Supplies	Year 1	90	1387	124830	TI-NSpire Calculators that students can use independently or collaboratively (Lots of 10)	One-Time Material Purchase
					TI-NSpire Calculators that students	One Time

Materials & Supplies	Year 2	1	1387	1387	can use independently or collaboratively (Lot of 10)	Material Purchase Replacements
Materials & Supplies	Year 3	1	1387	1387	TI-NSpire Calculators that students can use independently or collaboratively (Lot of 10)	One time material purchase replacements
Staff	Year 2	1	10000	10000	Saturday School Tutor	Staffing will remain after year three through available general funds
Staff	Year 3	1	10000	10000	Saturday School Tutor	Staffing will remain after year three through available general funds
Computer Equipment	Year 2	1	50000	50000	Computer System Updates	Services will remain after year three through available general funds
Computer Equipment	Year 3	1	50000	50000	Computer System Updates	Services will remain after year three through available general funds
Staff	Year 2	12	2000	24000	Incentive stipend for committing time and energy on the School Improvement Team	Staffing will remain after year three through available general funds.
Staff	Year 3	12	2000	24000	Incentive stipend for committing time and energy on the School Improvement Team	Staffing will remain after year three through available general funds.
Materials & Supplies	Year 2	1	10000	10000	Student incentives: prizes and awards	Program needs will remain after year three through available general funds
Materials & Supplies	Year 3	1	10000	10000	Student incentives: prizes and awards	Program needs will remain after year three through available general funds
Materials & Supplies	Year 2	1	10000	10000	Student incentives: prizes and awards	Program needs will remain after year three through available general funds
Materials & Supplies	Year 3	1	10000	10000	Student incentives: prizes and	Program needs will remain after year three through

					awards	available general funds
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
					Research-Based	Contracted

Professional Development	Year 2	1	1850	1850	Instructional Strategy Training	Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 2	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Professional Development	Year 3	1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
Materials & Supplies	Year 2	1	10000	10000	Student Incentives: prizes and awards	Program needs will remain after year three through available general funds
Materials & Supplies	Year 3	1	10000	10000	Student incentives: prizes and awards	Program needs will remain after year three through available general funds
Materials & Supplies	Year 2	1	10000	10000	Community Outreach Initiative	Program needs will remain after year three through available general funds
Materials & Supplies	Year 3	1	10000	10000	Community Outreach Initiative	Program needs will remain after year three through available general funds
Computer Equipment	Year 2	1	10000	10000	Computer Learning System: Study Island	One-time Material Purchase
Computer Equipment	Year 3	1	10000	10000	Computer Learning System: Study Island	One-time Material Purchase
Computer	Year				Computer Reading Learning System_ILit	One time Material Purchase and

Equipment	2		120	161	19320	Professional Development and License renewal	general funds to pay for site licence after year three.
Computer Equipment	Year 3		120	161	19320	Computer Reading Learning System_iLit Professional Development and License renewal	One time Material Purchase and general funds to pay for site licence after year three.
Staff	Year 2		1	100000	100000	Math Instructional Coach	Staffing will remain after year three through available general funds
Staff	Year 3		1	100000	100000	Math Instructional Coach	Staffing will remain after year three through available general funds
Staff	Year 2		1	100000	100000	English Instructional Coach	Staffing will remain after year three through available general funds
Staff	Year 2		1	100000	100000	English Instructional Coach	Staffing will remain after year three through available general funds
Staff	Year 3		1	100000	100000	English Instructional Coach	Staffing will remain after year three through available general funds
Staff	Year 2		1	10000	10000	After School Tutor	Staffing will remain after year three through available general funds.
Staff	Year 3		1	10000	10000	After School Tutor	Staffing will remain after year three through available general funds.
Materials & Supplies	Year 2		1	8000	8000	Incentives to help promote professional growth and development	Program needs will remain after year three through available general funds.
Materials & Supplies	Year 3		1	8000	8000	Incentives to help promote professional growth and development	Program needs will remain after year three through available general funds.
Professional Development	Year 2		1	1850	1850	Research-Based Instructional Strategy Training	Contracted Services: One-time course offering
						Research-Based	Contracted

Professional Development	Year 3	1	1850	1850	Instructional Strategy Training	Services: One-time course offering
Materials & Supplies	Year 2	9	1000	9000	Student monthly newsletter in print and online	Program needs will remain after year three through available general funds.
Materials & Supplies	Year 3	9	1000	9000	Student monthly newsletter in print and online	Program needs will remain after year three through available general funds.

Explain any "Other" budget category used above.

(Optional) (Maximum 3000 Characters)

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